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ABSTRACT

This program presents learning objectives and activities for two levels of ability. An inventory is provided for initial screening and classifying of children. The main section of the program consists of six broad learning areas: oral language, auditory discrimination, visual discrimination, concept building and classifying, vocabulary, and handwriting. For each of these areas, learning objectives are stated, activities and materials are suggested, and notes to the teacher are included. The activities are adaptable, and their difficulty can be adjusted to maintain the children's interest. The appendix provides suggestions for planning a daily schedule of activities and for planning the story hour; lists of available materials; suggestions for finger plays, bead designs, block designs, and pegboard designs; and things to make, including puppets, and pupil-response cards. Concluding the booklet are drawings which teachers can duplicate when preparing seatwork and chalkboard and flannelboard activities. (LL)

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CURRICULUM GUIDE
IN
LANGUAGE ARTS
FOR
KINDERGARTEN

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1970

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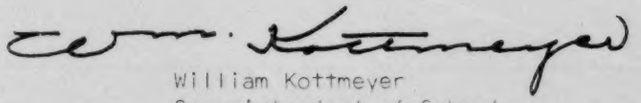
TO THE INSTRUCTIONAL STAFF
OF THE ST. LOUIS PUBLIC SCHOOLS:

This CURRICULUM GUIDE IN LANGUAGE ARTS FOR KINDERGARTEN replaces those sections in A CURRICULUM GUIDE FOR THE LEVELS IN ENGLISH KINDERGARTEN THROUGH GRADE 12 which deal with teaching language arts in the kindergarten. It integrates the kindergarten language arts program with that of the succeeding level. The objectives, teaching tips, and suggested activities and materials have been organized in a manner to make the guide practical and most useful to the kindergarten teacher. The names of those persons responsible for the production of this guide appear below.



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INTRODUCTION

Children entering school today have seen more, heard more, traveled more, and done more than their predecessors. They have much in common, but there are also striking differences among them. They differ in intellectual, physical, and social development. There are wide variances in their experiential backgrounds. Many have attended nursery school and Head Start classes, enabling them to learn during the first year in school skills previously introduced in the second year. A program for today's kindergarten children must be richer and more challenging than before, providing first-hand experiences and opportunities for real personal involvement.

In this guide, the teacher will find specific learning objectives for Level 1 and Level 2 children, and suggested activities that she can use with her classes to achieve these objectives. The activities are adaptable, and can be adjusted in difficulty (up or down) to maintain the children's interest, and keep pace with their changing abilities. This kind of multilevel program increases the prospect of the more mature child retaining his head start, and of the less mature child succeeding at his own rate.

Traditionally, the basis for grouping children in kindergarten classrooms has been chronological age. That is, children who are under five and one-half years of age, on or before September 30, have been classified as K-1's. Those who are five and one-half years or older, on or before September 30, have been classified as K-2's.

Grouping by age alone has not always been satisfactory. It has been found that some of the younger children (K-1's) showed sufficient language facility, and intellectual and social development to function well in a K-2 group. Conversely, some of the older children (K-2's) were too immature to benefit from a K-2 program.

The kindergarten language arts program set forth in this guide consists of two levels of activities (Level 1 and Level 2). The kindergarten child will be assigned to the level of activities best suited to his needs. *It is conceivable that a younger child (K-1 classification) could be assigned Level 2 activities and attend the morning session with K-2 children. An older child (K-2 classification) could be assigned Level 1 activities and attend the afternoon session with K-1 children.* For some children, therefore, initial placement in an A.M. or P.M. session on the basis of chronological age will be temporary. The teacher will need to evaluate the abilities of her A.M. and P.M. children early in the school year and, at the discretion of the principal, effect whatever changes that will serve a child's best interest. To equalize the time allotted each group of children, morning and afternoon groups may continue to be alternated at the beginning of the second semester.

On pp. 3-6 of this guide, is an informal inventory that can be used for early determination of a pupil's needs and abilities. The teacher might use this inventory as a preliminary screening device for assigning children to Level 1 or Level 2 activities.

AN INFORMAL INVENTORY

The INFORMAL INVENTORY below is suggested as a means of screening kindergarten children during either a pre-registration period in June or the first three weeks of the school year. Those children who successfully complete the inventory items and who, in addition, show some facility in the use of oral language, may be classified as Level 2. A classification of Level 1 or Level 2 at this time, however, must be considered temporary, permitting re-classification anytime during the first semester at the discretion of the teacher.

PART I (INDIVIDUALIZED ACTIVITY)

DIRECTIONS

1. NAMING THE COLORS

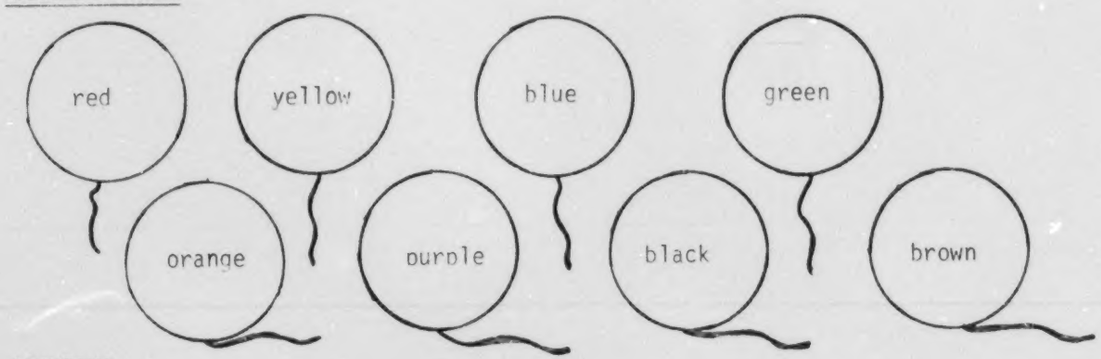
Point to each balloon, in order, and ask the child, *"What color is this balloon?"*

2. COUNTING

Ask the child to count the ice cream cones.

INVENTORY ITEMS

NAMING COLORS



COUNTING

3. RECOGNIZING NUMERALS

Point to each numeral, beginning on the left, and ask the child, *"What numeral is this?"* (You may have to say, *"What number is this?"* before he understands what you want him to do.)

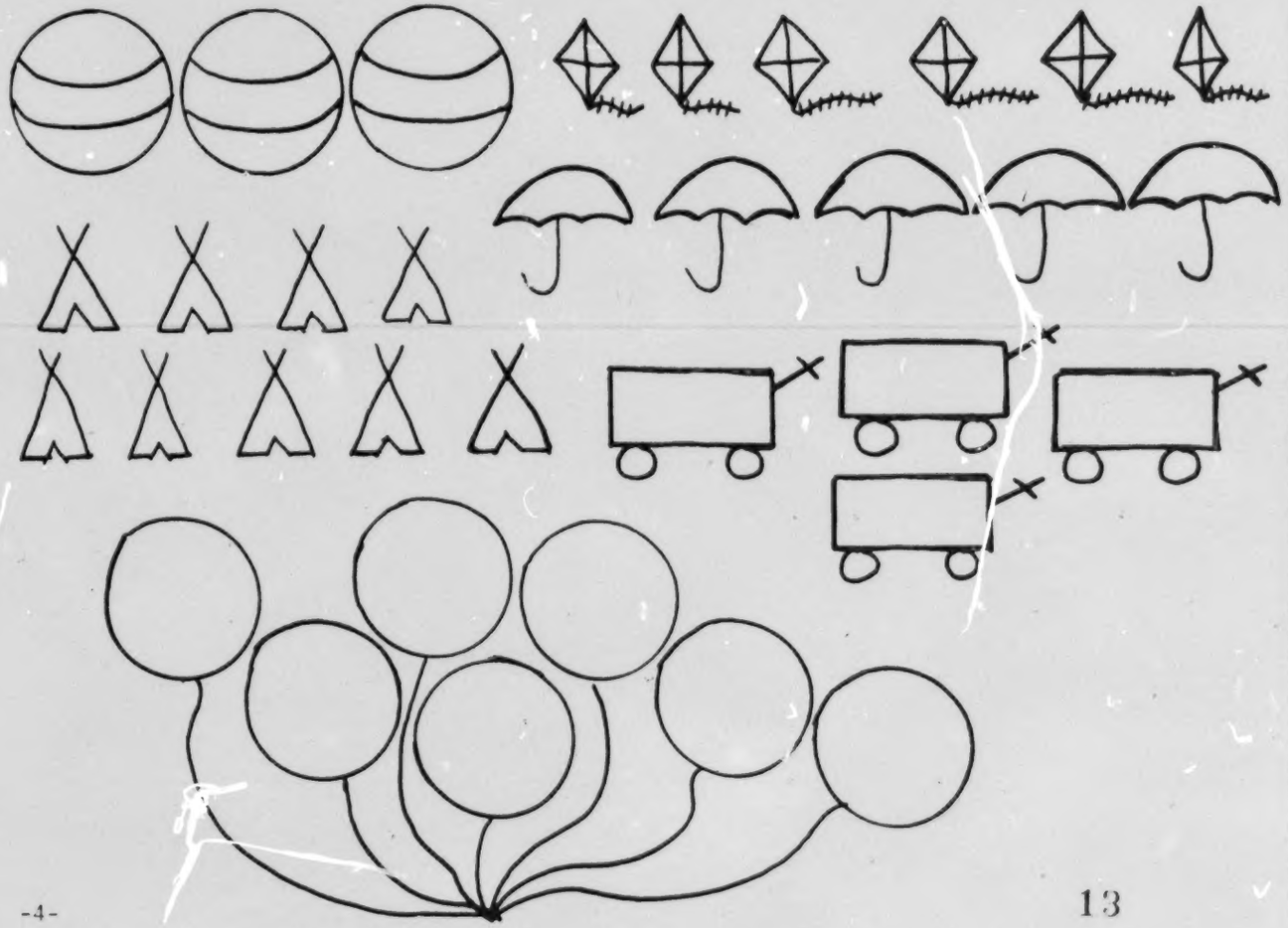
4. TELLING HOW MANY

Point to each set of objects and ask the child to tell how many there are. For example: Point to the balls and ask, *"How many balls do you see?"*

RECOGNIZING NUMERALS

6 8 1 9 4 10 3 7 5 2

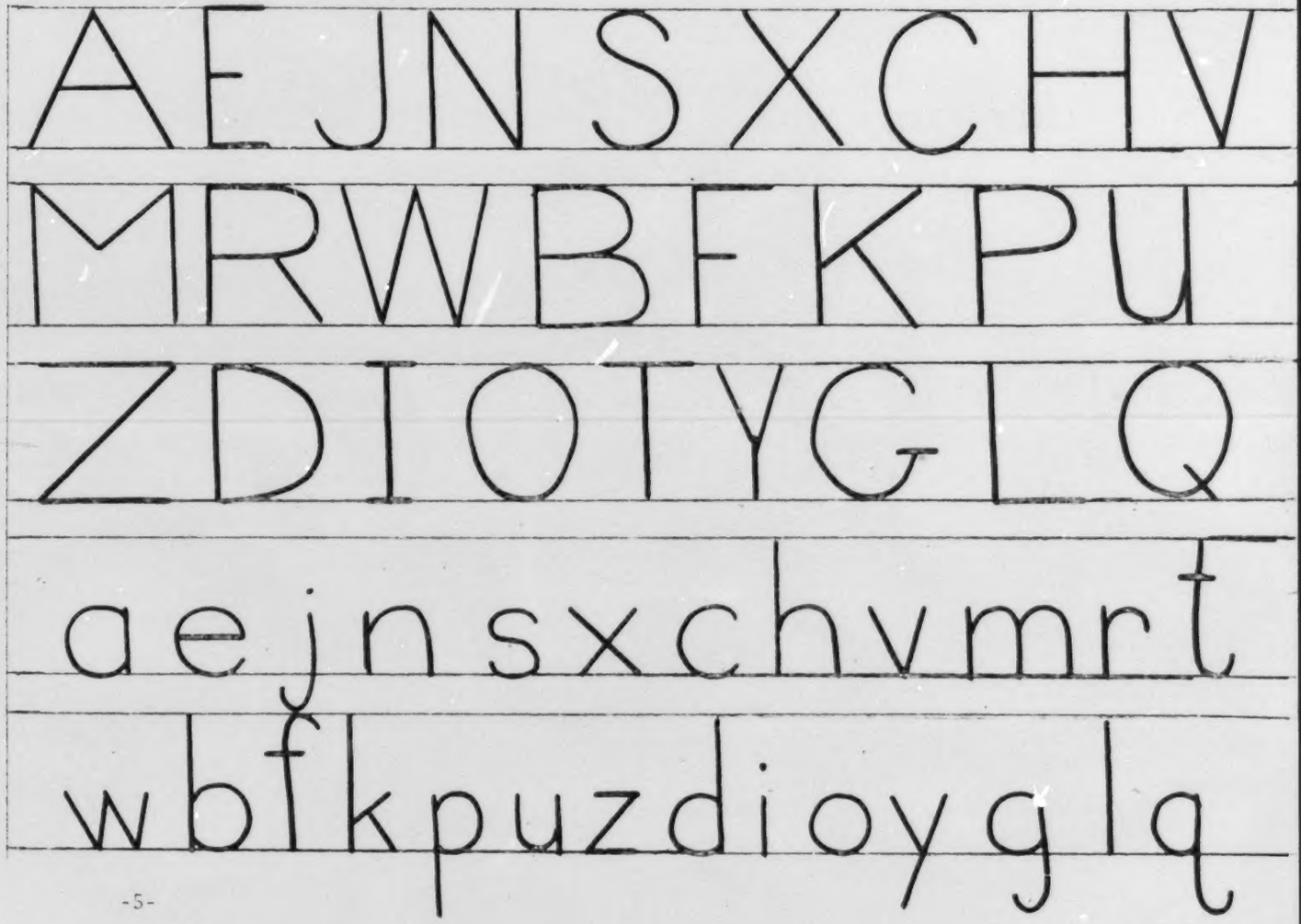
HOW MANY?



5. SAYING LETTER NAMES

Ask the child to say the letter as you point to it. Begin each row on the left.

SAYING LETTER NAMES



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PART II (GROUP ACTIVITY)

DIRECTIONS

6. FOLLOWING DIRECTIONS AND UNDERSTANDING CONCEPTS

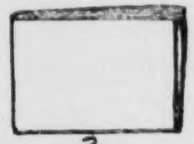
Needed: paper (8 1/2" x 11"), boxes of crayon.

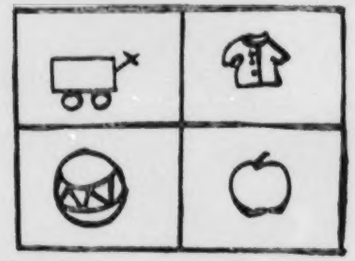
Give each child a sheet of paper and a box of crayons. Have them follow these directions:

1. Fold your paper into two parts, like this (demonstrate).
2. Now, fold your paper again. (demonstrate)
3. Draw something that you ride in.
4. Draw something that you wear.
5. Draw something that you play with.
6. Draw something that you can eat.

INVENTORY ITEMS

FOLLOWING DIRECTIONS AND UNDERSTANDING CONCEPTS





TO THE TEACHER

The teacher will find it easier to use Part 1 of the Informal Inventory with children if she reproduces it on tagboard, or other durable material. If she prefers to use the pages of the curriculum guide, it will be necessary to color or paint the balloons in item 1, NAMING THE COLORS. Placing a sheet of acetate over the pages will keep them clean.

In planning her program during the first weeks of school, the teacher might find it profitable to use the information obtained from the Informal Inventory to determine the specific needs of her class.

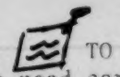
HOW TO USE THE CURRICULUM GUIDE

A summary of the kindergarten language arts objectives is found on pages 11-13. Careful study of these pages will give teachers a comprehensive view of the language arts curriculum and of specific goals for the kindergarten program. It is suggested that teachers refer to this summary periodically to determine if each of the six learning areas is receiving appropriate attention in their over-all planning.

THE LEARNING AREAS

The main section of the Curriculum Guide in Language Arts for Kindergarten is entitled "Learning Areas." There are six broad areas: Oral Language, Auditory Discrimination, Visual Discrimination, Concept Building and Classifying, Vocabulary, and Handwriting. Objectives, teaching notes, and suggested activities for Level 1 and Level 2 children follow consecutively for each learning area. This grouping of Level 1 and Level 2 activities together takes into consideration the need for continuous evaluation of kindergarten children and simplifies the teacher's task of planning activities to meet their changing abilities during the school year. *The pages of each learning area appear in a different color for easy reference.*

The Format

The typical page contains the statement of a learning objective, a note to the teacher ( TO THE TEACHER), and a number of suggested activities and materials for implementing the objective. It is recommended that teachers read carefully the notes to the teacher, since they provide brief statements on the importance of the learning objective for young children, along with related tips for teaching.

The number of activities suggested in this curriculum guide represents about one-half of those currently used by kindergarten teachers. It is hoped that each activity listed will call to mind variations, or suggest one or more additional activities. Space for jotting down the teacher's own ideas is provided in the column designated NOTES TO THE TEACHER, with a reminder -- "FOR YOUR NOTES."

The activities suggested emphasize learning by doing and, whenever possible, provide for involvement of the total class. A few variations of activities are given where the variations either extend a skill or call for integrating the skill with knowledge from other curricular areas. It's of the utmost importance that a suggested game or activity be adjusted constantly to the group, so that it continues to challenge the children's growing abilities and interests.

All supplies and teaching aids suggested, unless otherwise stated, are furnished by the St. Louis Board of Education. A list entitled "Materials Available to Kindergarten Teachers" is in the Appendix.

Explanation of Symbols and Illustrations

• A dot appears before a LEARNING OBJECTIVE whenever it is stated for the first time. A dot also appears before the name of each activity listed under SUGGESTED ACTIVITIES/MATERIALS.

▲ A triangle calls attention to a note to the teacher in the SUGGESTED ACTIVITIES/MATERIALS column. The note accompanies a specific activity, and either offers an explanation for a procedure suggested, indicates how to deal with a pupil response, or suggests precautions in the use of the activity.

■ A square calls attention to materials needed for an activity. An advance check of the list of needed materials will aid the teacher in planning and preparation.

***** Asterisks (five in a row) signal the conclusion of all the notes and suggested activities that are listed for a given learning objective.

Illustrations accompany most of the suggested activities. The illustrations portray some aspect of the activity, such as a sample of the pupil's work, the teacher's presentation, or the materials to be used. Generally, the illustrations serve further to explain the activity.

THE APPENDIX

The material in the Appendix is designed to aid teachers in planning classroom activities. Frequent references to this section are found throughout the guide. A brief description of the contents of the Appendix follows:

The Teacher's Program. Some guidelines for planning a daily schedule of activities, and a suggested a.m. and p.m. program.

Materials Available to Kindergarten Teachers. A list of texts, teaching aids, curriculum guides, and supplies furnished to kindergarten teachers by the St. Louis Board of Education.

The Story Hour. Some suggestions for planning the story hour, and two reading lists for teachers, entitled *Poems Every Child Should Know* and *Stories Every Child Should Know*.

Finger Plays. Suggested finger activities based on rhymes and songs that teach such concepts as size, shape, number, and classification.

Suggested Bead Designs.
Suggested Block Designs.
Suggested Pegboard Designs. > Directions for making and using patterns with beads, blocks, and pegs, to teach visual discrimination and eye-hand coordination.

Things to Make. Detailed instructions for making a variety of useful devices and aids such as puppets, "every-pupil" response cards, pupil name cards, and individual chalkboards and flannelboards.

Simple Line Drawings. Sample drawings of fruits, vegetables, toys, and animals that teachers can duplicate when preparing seatwork, chalkboard, and flannelboard activities.

KINDERGARTEN LANGUAGE ARTS OBJECTIVES

LEVEL 1

LEARNING AREA: ORAL LANGUAGE

- The child engages in informal conversations with his teacher and classmates.
- The child can state his name and his address.
- The child takes part in group discussions.
- The child can describe the objects, characters, and action in a picture.

LEVEL 2

- The child is learning to use the basic syntax patterns of English.
- The child speaks with confidence before a group.
- The child uses sentences to express thoughts, feelings, and ideas.
- The child can infer what has happened and what will happen next when interpreting a picture.

LEARNING AREA: AUDITORY DISCRIMINATION

- The child listens attentively to stories, poems, jingles, and riddles.
- The child can comprehend and follow a single oral direction.
- The child hears differences in volume, pitch, duration, and sequence of non-verbal sounds.
- The child hears likenesses and differences in the sounds of spoken words.
- The child has memorized rhymes, finger plays, songs, and jingles.
- The child is aware of sequence in stories and poems.
- The child understands oral explanations.
- The child can comprehend and follow a two-part oral direction.
- The child hears likenesses and differences in consonant sounds.
- The child hears consonant sounds and can associate them with their written symbols.

KINDERGARTEN LANGUAGE ARTS OBJECTIVES (cont.)

LEVEL 1	LEVEL 2
LEARNING AREA: VISUAL DISCRIMINATION	
. The child perceives differences in color.	. The child detects differences in direction and position.
. The child perceives differences in size.	. The child perceives differences in sequential arrangement.
. The child is aware of details in objects and pictures.	. The child associates manuscript forms with their letter names.
	. The child perceives differences in the appearance of written words.
LEARNING AREA: CONCEPT BUILDING AND CLASSIFYING	
. The child understands that similar things can differ in size, color, shape, sound, and texture.	. The child understands that a general classification can be used to identify people, places, and things.
. The child understands that different things are used for the same purpose.	. The child understands that a direction or a position, or both, are needed to locate people, places, and things.
. The child understands that names are used to identify people, places, objects, and actions.	. The child is aware of the absurd and the humorous in rhymes, poems, songs, and stories.
. The child is aware of the sequence in happenings.	
LEARNING AREA: EXTENDING VOCABULARY	
. The child knows the meaning of most words used by children of his age and uses them in everyday conversation.	

KINDERGARTEN LANGUAGE ARTS OBJECTIVES (cont.)

LEARNING AREA: HANDWRITING

LEVEL 1	LEVEL 2
. The child is learning to control the muscles of his hands and wrist.	. The child can make the lines and circles used in handwriting.
. The child is learning to control the muscles of his eyes.	. The child can legibly print his first name.
. The child is learning to coordinate eye and hand movements.	. The child is learning to copy words that label or identify.

LEVEL ONE: ORAL LANGUAGE

LEARNING OBJECTIVES

ORAL LANGUAGE

- The child engages in [illegible]

TO THE TEACHER

The [illegible] classroom should be a place where children TALK -- TALK to each other and to the teacher, TALK in small groups and in large groups, TALK about anything and about everything. Here, children need opportunities to experiment with their language, to try words out for size and sense and response.

The teacher must create a classroom atmosphere in which children feel free to talk quietly as they go about their work and play. She must plan activities daily that provide a natural setting for conversation and give her opportunities for praising, encouraging, and commending. She must create opportunity to observe children and their oral language, and to note areas of their particular difficulty. Above all, through her own tone, pronunciation, and enunciation, she must be a good speech model for her children to imitate.

Very rarely can inadequate speech be traced to retardation in physical or mental development. Most children who speak poorly have been reared in environments that lack the motivation to learn, the opportunity to practice, or the proper guidance. A few cases in point are the timid child, silent and withdrawn, who has been frequently admonished to

SUGGESTED ACTIVITIES/MATERIALS

- SMALL TALK

Children often arrive at school bursting with excitement and news from the night before. Plan to be available, especially at the beginning of each school day, to listen to and to encourage this small talk. With the less talkative ones, initiate conversations: "Isn't that a new dress, Janice?" or "Robert, did your brother take you to the circus?"

- ACTIVITY TIME

The child chooses, or is assigned, one or two classmates for such activities as using the building blocks, puppets, and other toys, playing in the playhouse, dressing up in adult clothing, working on a mural, painting at the easel, washing paste or paint brushes, browsing at the library table, or counting straws for milk time.

Unobtrusively place a shy child with a friendly, outgoing child who will involve the quiet one in the shared activity and in the consequent conversation. Move from group to group, observing, listening, discovering interests, and determining language needs.

▲ Note: See pp. 171-174, 180-185, LEVEL I, HANDWRITING for suggested group activities. Also see p. 185 for using an ACTIVITY CHART to organize the free activity period.

LEARNING OBJECTIVES

ORAL LANGUAGE (cont.)

The child engages in informal conversations with his teacher and classmates.

TO THE TEACHER

keep quiet: the pampered child, babyish and and uncommunicative, whose wishes have always been anticipated by doting parents or older brothers and sisters; the neglected child, restless and vocal, who has picked up inaccurate pronunciations and inappropriate meanings; the culturally different child, with strange accent or slurred speech, who has been imitating poor speech models.

Amazing growth in speech development can come out of conversations in groups of two to four children in an interest center. Initially a child may prefer to be left alone while he explores his new surroundings. As he grows in confidence and in awareness of his classmates, he should be encouraged to participate with others in a small group.

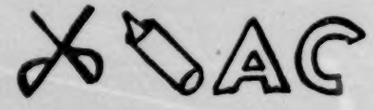
SUGGESTED ACTIVITIES/MATERIALS

- ACTIVITY STORYBOOK

Each day select two or three children to talk with during the free activity period. Ask each child privately to tell you what he is doing or has done. Print a two-sentence "story." Gradually build a storybook of experiences, illustrated by the class. Place the storybook on the library table for the children to enjoy.

Needed: Construction paper, cream manila drawing paper, felt marker.

- WORKING TOGETHER

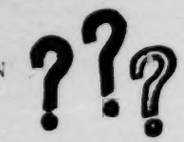


The child chooses, or is assigned, one or two classmates for such activities as finding pictures in old magazines, learning to recognize colors and numerals, matching and sorting objects, doing handwriting readiness at the chalkboard, or completing a seatwork assignment.

- SNACK-TIME CHATTER

Where a snack period is not a part of the daily schedule, plan for such an activity during inclement days and periodically during the year. To encourage conversation, arrange the furniture to seat small groups of four to six children. Children may select their eating companions, but the wise teacher will vary the groups from time to time, always making sure that each child has someone friendly toward him at his table.

- ASKING QUESTIONS FOR PERMISSION AND INFORMATION



Encourage the child to seek help from you and from his classmates, to share materials and equipment, and to borrow, when necessary, with permission. The forms "May I?" "Will you?" "Please" and "Thank you" are taught and used by the teacher and children in daily conversation.

LEARNING OBJECTIVES

ORAL LANGUAGE (cont.)

The child engages in informal conversations with his teacher and classmates.

- The child can state his name and his address.

TO THE TEACHERS

* * * * *

Young children frequently are called nicknames by their relatives and playmates. It is not unusual, therefore, for some children to arrive at school totally unfamiliar with their given names.

Since a child's legal name appears on school records and is the name by which he will be identified hereafter, it is important that a child recognizes his name when he hears it and can pronounce his name when he is asked to do so.

The teacher sets the example by using the children's given names in daily intercourse. She will discover that the children have less difficulty remembering their names and addresses if they make use of this information in interesting classroom activities.

SUGGESTED ACTIVITIES/MATERIALS

- PIXIE GALLERY

Take pictures (or make slides) of your children in the classroom, on the playground, on a field trip, etc. Post the snapshots (or project the slides). If the photos are placed where the class can view them easily and frequently, the children will chatter spontaneously about them, again and again, to themselves and to each other.

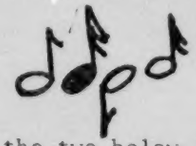
* * * * *

- ROLL CALL

Pronounce clearly the child's first and last names. The child responds: "I'm Timothy Johnson" or "I am here" or "I'm here."

Variation: Once per week ask: "Who lives at _____ Avenue?" The child responds, "Timothy Johnson."

▲ Note: If the class is large, read six or seven different addresses each day, thereby giving every child an opportunity to respond by the end of the week. Where two or more children share the same house number, the additional cue of a child's surname should be given. For example, "Who lives at _____ Avenue? The name is Johnson."

- GOING TO SCHOOL (Singing Game) 

Invent simple action games, such as the two below, requiring the child to say his name, his teacher's name, and the names of his classmates.

LEARNING OBJECTIVES

ORAL LANGUAGE (cont.)

The child can state his name and his address.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

Going to School (Tune: Looby Loo)

The child who is "It" stands in the center; the other children join hands and circle around him singing:

We're going to _____ School. We're going to _____ School. We're going to _____ School. Who will be my partner?

The circling stops. The child in the center goes to stand before a partner. He, with the entire group assisting, sings:

My name is _____ _____. I hold my right hand out. I give your hand a shake, shake, shake and turn myself about.

The child who was chosen now becomes "It" and the game continues.

⚠ Note: The teacher takes a turn at being "It" in order to give children an opportunity to hear and say her name correctly.

Jack Be Nimble (Use any child's name in place of Jack.)

As children recite the nursery rhyme, one child stands in the center of the circle. On cue, he jumps over the candlestick (a chalkboard eraser, a stack of building blocks, a decorated milk carton). He then chooses another child to stand in the center of the circle and the game continues.

CLASS DIRECTORY

As each child memorizes his full name and home address, print them on a page for the class directory.

LEARNING OBJECTIVES

TO THE TEACHER

SUGGESTED ACTIVITIES/MATERIALS

ORAL LANGUAGE (cont.)

The child can state his name and address.

Let the child illustrate his page with a self-portrait and a drawing of his house, or with snapshots brought from home. The CLASS DIRECTORY is kept on the library table for the children to enjoy.

Additional information, such as telephone number and birthdate, may be included for the child who has learned it.

■ Needed: Construction paper (12" x 18"), cream manila drawing paper (12" x 18"), felt marker, children's drawings, snapshots.

* * * * *

- The child takes part in group discussions.

The child's early attempts at speaking should take place during group activities. The support of a group increases the child's feelings of security and self-confidence. Participation in class discussions -- listening, taking turns, making comments -- provides excellent practice in oral communication.

The typical five-year-old is a great talker, concerned primarily with "I," "me," and "mine." The skillful teacher utilizes this natural preoccupation with self to provoke

- USING GIVEN NAMES

Teach the children to use given names when speaking to and referring to their classmates. Set a good example: Learn early the names of all children in your class. Have the children address you by name. Discourage the use of nicknames.

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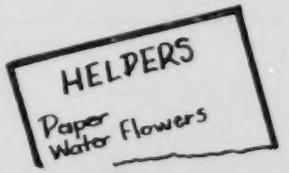


- WHAT TO DO AND HOW (Planning)

Use planning periods at the beginning of each session to schedule routine tasks and to decide on any new activities. Use planning periods for special group activities such as taking a field trip, giving a birthday party, making a mural, entertaining guests, setting up a terrarium or aquarium.

Ask the children to help decide: what? when? how? why? where? Use as many of their ideas as possible. If children sense that the teacher has already decided what the class will do, they stop thinking and planning.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
ORAL LANGUAGE (cont.) The child takes part in group discussions.	discussion. She introduces her children to a variety of experiences, then leads them to talk about the things seen, heard, and felt in in terms of their interests and feelings. Care must be exercised to keep the more talkative youngsters from monopolizing a group discussion. The teacher should seek comments from her less talkative children first; the more aggressive children usually can be depended upon to extend the others' limited statements. Any form of communication, however meagre, should be accepted. The teacher's first objective is to get the children talking. As they gradually become adjusted to school routines and to their classmates, the children can be guided into speech that is more meaningful or appropriate.	○ LEADING QUESTIONS Ask leading questions during story time and during social studies, science and health and safety lessons. Use how, what, and why questions as well as who, when, and where questions. The former require greater depth in thinking and encourage children to give sentence answers. Thought-provoking questions, interpersed through a lesson, serve to check flagging interest, correct misconceptions, and stimulate more active participation of children. Needed: Story and poetry books, the Science is Wondering set of charts, children's drawings, puppets, films, selected film strips from the school's filmstrip library, Building Pre-Reading Skills, Kit A - Language, etc. See Appendix and Audiovisual Guide for the Ungraded Primary. ○ EXPERIENCE CHARTS Our Trip to the Zoo Yesterday we went to the zoo. We saw monkeys, elephants, After sharing some experience -- a trip to the zoo, a science experiment, a tour of the neighborhood, a visit from a special guest -- the children assist the teacher in writing an account of the event. The children suggest a title for the "story," recall the important details, and decide on the order in which sentences should appear. They later make illustrations for the story page. Needed: Chalkboard, chalk, special 24" x 36" ruled paper, crayon or felt marker.

LEARNING OBJECTIVES

ORAL LANGUAGE (cont.)

The child takes part in group discussions.

TO THE TEACHER

FOR YOUR NOTES

* * * * *

SUGGESTED ACTIVITIES/MATERIALS

- COMPARISONS

Take the children on a classroom tour. Lead them to talk about the things in the room that are similar to things in their homes: door, windows, table, chair, clothing closet, lavatory, clock, radio, TV, sink, etc.

A tour of the cafeteria, library, nurse's office, and playground can be used also. Such tours can be repeated again and again to fix words and ideas learned. "How do we get to _____?" "Why do we go to the nurse's office?"

- HOW DID WE DO TODAY? (Evaluation)

Move about the room during free activity and work periods, encouraging children to talk about their efforts, ideas, and feelings. At the close of each day's session, guide the class in reviewing briefly the day's activities and deciding what was the most fun and why. Have them suggest what might have made the day more enjoyable or their work go more smoothly.

⚠ Note: Additional oral language activities may be found in Learning Time with Language Experiences for Young Children, pp. 40-58, Building Pre-Reading Skills Kit A - Language, and the Invitations to Story Time Kit.

* * * * *

LEARNING OBJECTIVES

ORAL LANGUAGE

- The child can describe the objects, characters, and action in a picture.

TO THE TEACHER

The wise teacher collects, and selects, pictures with her children in mind. She uses them for a variety of carefully thought out purposes: to incite laughter, to stimulate conversation, to present a new or difficult concept, to encourage observation, to develop appreciation for beauty and color.

A well-chosen picture attracts a child's attention and stimulates his imagination. It is more likely to provoke comment if it depicts a situation that is relevant to the child's own interests or past experiences.

Children with limited oral facility often enumerate the objects and characters when asked to tell what they see: "Boy," "Man," "A car." As these children learn to use words of action, color, size, shape, etc., they can be taught to describe the characters and to state the actions depicted: "A blue car," "The boy is riding," "The man is driving."

A child is ready for more advanced picture interpretation when he begins to bring together the different elements in a picture, and to ascribe possible motives, feelings, and conversations to the characters: "Father likes to take his little boy for a ride."

SUGGESTED ACTIVITIES/MATERIALS

- A PICTURE FILE

Collect large, simple, uncluttered pictures in color and black and white; those depicting a single action with one or two characters are best. Include authentic pictures of zoo and farm animals, pets and birds; also, vehicles, buildings, foods, scenery, etc. Mount the pictures on construction paper, tagboard, or other durable material. File the pictures alphabetically by categories. Preserve the pictures by storing them between dark covers, away from sunlight.

☐ Needed: Magazines, newspapers, discarded books and calendars, coloring books.

- NAMING THINGS

Have a child touch (or point to) an object or place in the classroom. The other children name the designated object or place: "That is a book. That is a table. That is a clock. That is the playhouse."

Variation: Have a child touch a classmate (or the teacher). The other children name the person touched.

- GUESS WHAT I SEE!

Ask the children to look about the room or out the window and choose something to describe. Without naming what he has chosen, each child tells its color and/or how it is used or what it does. The other children guess what is being described.

LEARNING OBJECTIVES

ORAL LANGUAGE (cont.)

The child can describe the objects, characters, and action in a picture.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- SURPRISE PACKAGES

Invent an activity with pictures (or felt or flannel cutouts):

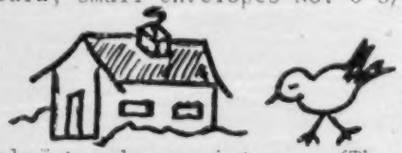
Surprise Packages

Place a different picture card in several small letter envelopes. Let each child select a "Surprise Package" (envelope) without looking inside. When every child has an envelope, let all the children look at their pictures. One by one, ask, "What was in your surprise package?" and "Have you ever had (seen, played with) a _____?" or "What can you do with a _____?"

If a child merely names the pictured object or person, ask, "What color is your surprise?" or "What does it do?" Changing or adding to the pictures from time to time will increase the children's familiarity with a number of things and their characteristics.

■ Needed: Small color pictures of familiar objects and people mounted on one-half of a problem card, small envelopes No. 6 3/4".

- FINDING THINGS IN A PICTURE



Ask the children to look closely at a large picture. (The picture should be large enough for the entire group to see.) Have the children find and name each person, animal, and object they see. For example: "Dog," "Cat," "A tree." Do not discourage single word or phrase responses. However, encourage children who can do so to use sentences: "What do you see, Susan?" "I see a dog and a cat."

■ Needed: Large, simple action pictures, display rack or stand.

LEARNING OBJECTIVES

ORAL LANGUAGE (cont.)

The child can describe the objects, characters, and action in a picture.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES / MATERIALS

- DESCRIBING CHARACTERS AND ACTIONS

After the children have had sufficient practice in naming each object and person seen in a picture (see activity on previous page), begin to ask leading questions: "What color is the dog?" (brown) "What is the dog doing?" (barking) "What color is the cat?" (white) "Where is the cat?" (in the tree) "Where is the tree?" (yard)

The objective here is to teach children not only to name but also to describe what they see (brown dog, white cat) and to state the main action depicted (The dog is barking).

▲ Note: The child at this level is not expected to tie together all the separate elements of a picture into a "story" whole (A brown dog is barking at the cat in the tree). Nor is the child expected to infer the motives or feelings of characters (The dog doesn't like the cat. The cat's afraid of the dog). Those children who spontaneously ascribe conversations or motives to story characters are ready for the Level 2 picture interpretation activities.

LEVEL TWO: ORAL LANGUAGE

The child maintains Level 1 skills.

LEARNING OBJECTIVES

ORAL LANGUAGE

The child is learning to use the basic syntax patterns of English.

TO THE TEACHER

The child brings to school with him a language learned from his family and others in his environment. If he has had good models to imitate, he will speak well and clearly. But if he has had poor models, he may have acquired speech patterns, pronunciations, and usage habits that are in conflict with the language used in the school.

Specific errors such as slurred, indistinct speech, incorrect phrasing, omitted endings, and poor usage tend to persist long after entering school. Efforts to eliminate these errors will fail without proper guidance and opportunity for unconscious imitation.

Correction of speech patterns should not result in the loss of spontaneity of expression or in feelings of rejection on the part of the child. There is no place in the classroom for negative criticism and ridicule. The child should feel comfortable using his customary speech patterns as the teacher extends and enriches his language. Her role is to make children conscious of their language but not self-conscious about their language.

SUGGESTED ACTIVITIES/MATERIALS

- USING "ECHO" TECHNIQUE

Repeat the child's statement, substituting a more acceptable form for the child's error. Do not interrupt his flow of speech of call attention to the error; merely echo the statement after he has finished and continue the lesson.

Child: I come to school yesterday.
Teacher: I came to school yesterday.

- ACCEPTABLE SPEECH PATTERN PRACTICE.

"Peep into the Basket"

Teacher: Peep into the basket and tell us one thing you saw.
Child: I saw a yellow ball.
Continue the game with other children taking turns.

Variation: Child describes the object he saw, beginning "I saw something _____. Can you guess what I saw?" He chooses another child to guess what he saw.

■ Needed: 5 or 6 small familiar objects, a container with a lid or a bright cloth cover.

▲ Note: Additional activities may be found in Language Learnings, pp. 21-22 and in Learning Time with Language Experiences for Young Children, pp. 25-29.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
ORAL LANGUAGE (cont.) The child is learning to use the basic syntax patterns of English.		• EXTENDING IMMATURE STATEMENTS Add related ideas to the child's original statement. Example: Child: Sandra cry. Teacher: Yes, Sandra is crying. She tore her dress when she fell on the playground.
		• CHORAL SPEAKING ACTIVITIES Use rhymes, jingles, fingerplays, and poems to help children become aware of the sounds and patterns of the English language. Give incidental help with enunciation, prounuciation, and intonation when needed. ▲ Note: See the Appendix for suggested fingerplays. Needed: For rhymes and jingles see: Brian Wildsmith's MOTHER GOOSE from Invitations to Story Time Kit, Time for Poetry, and Building Pre-Reading Skills, Kit A - Language, Unit Four.
• The child speaks with confidence before a group.	While many five-year-olds are great talkers, some find it difficult to speak before a group. Though no child should feel obligated to participate on a regular basis, he will probably speak when something of importance to him has happened. Devising situations such as talking about "things," using puppets, and taking part in dramatizations provides such a reason. The involvement shifts attention away from the child to the activity so that gradually he is able to express his feelings and build up his poise and self-confidence.	• RETELLING STORIES, JOKES, AND RIDDLES Encourage the child to retell a favorite story in his own words after the names of the characters and the story sequence have been established. Rambling by the story-teller should not be permitted. Your questions can assist the child in maintaining the story line.

LEARNING OBJECTIVES

OPAL LANGUAGE (cont.)

The child speaks with confidence before a group.

TO THE TEACHER

Young children have a tendency to speak in the direction of the teacher. If the teacher seats herself away from the child who is speaking and in the midst of the group, the child will most likely look at the group and project his voice so that he can be heard by all.

It is important that the teacher plan the activities so that all the children -- not just the talkative ones -- have an opportunity to "be on stage."

SUGGESTED ACTIVITIES/MATERIALS

- DRAMATIZING STORIES, POEMS, OR RHYMES -

Dramatization at this level should be spontaneous and natural. Use stories with uncomplicated plots that require little planning and no rehearsal. Some folk tales like "Three Billy Goats Gruff" are excellent for dramatizing because of the simple sequence and repetition of events. No elaborate scenery is needed; use objects available in the room.

- Needed: Prop box, "grown-up" clothes, eye glass frames, whiskers, etc.

- FLANNEL BOARD AND PUPPET FUN

Telling stories or reciting poems while working puppets or at the flannel or magnetic board is fun. Since attention is focused on the puppet or flannel board figures, the child gains confidence while performing.

- Needed: FOR PUPPETRY - puppets, puppet theater (optional)

- Needed: FOR FLANNEL OR MAGNETIC DISPLAY - The appropriate board, flannel or magnetic figures, background pieces.

Directions for making puppets, a puppet theater, a flannel or magnetic board, characters and background pieces are in the Appendix, "Things to Make."

LEARNING OBJECTIVES

ORAL LANGUAGE (cont.)

The child speaks with confidence before a group.

TO THE TEACHER

SUGGESTED ACTIVITIES/MATERIALS

- SOMETHING TO "READ" ABOUT

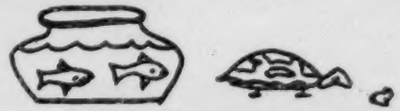
Arrange a story scene on the flannel board using felt cutouts. Then have the children take turns "reading" the picture. Some children may build and tell other stories.

■ Needed: Flannel board, felt cutouts.

- PUTTING AN END TO IT

Tell the beginning of a simple story. Have a child give a sensible, logical ending, a nonsensical ending, or an ending with a twist. Accept any contribution and encourage the child's effort with praise.

- WE SEE, DO, AND TELL



Reporting is informal and partially unstructured at this level. Have the children report on observations, personal experiences, and events. If a child has difficulty organizing his ideas, offer him support by asking questions. Record some of the reports on experience charts, which the children may illustrate.

■ Needed: Special 1" ruled (24" x 36") paper, marking pen.

- YOU ARE INVITED TO ----------

A dramatization, a new pet, a class art display, or a rhythm band performance provide the opportunity to extend oral invitations. Use of the courtesy words "please" and "thank you" is reinforced in this activity.

LEARNING OBJECTIVES

ORAL LANGUAGE (cont.)

The child speaks with confidence before a group.

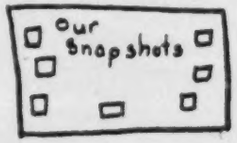
TO THE TEACHER

SUGGESTED ACTIVITIES/MATERIALS

- WE SHOW AND TELL

Time should be set aside for "showing and telling" about a toy, a pet, a drawing, or a favorite book. If a child never volunteers to "show and tell," place two or three familiar objects on a low table and lead him to tell what he knows about them.

- SNAPSHOT STORIES



Encourage children to bring in snapshots of their families and/or themselves. Since the snapshots are small, use the opaque projector to enlarge the pictures or work in small groups so that all can see. After the "sharing" period, temporarily mount the pictures on construction paper and place them on a bulletin board. Write a line or two about the picture; e.g., "This is Bob's mother and father."

- TELLING STORIES FROM PICTURES IN A STORYBOOK

Read from a book in which the pictures carry the story line. After several readings, let a child tell the story, using the pictures as clues.

■ Needed: Invitations to Story Time Kit, picture storybooks.

- ALL ABOUT ME

A chart with magazine pictures or drawings gives the child clues for sharing information. As he looks at the pictures, the child says:

LEARNING OBJECTIVES

ORAL LANGUAGE (cont.)

The child speaks with confidence before a group.

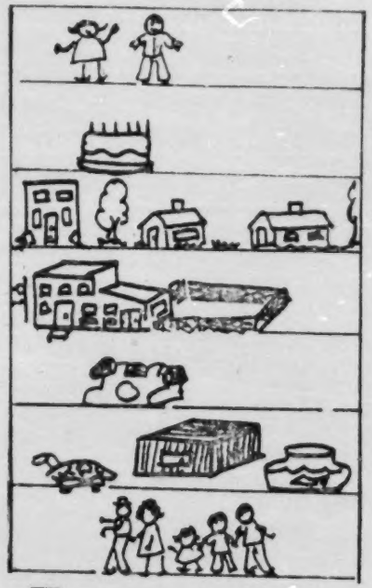
- The child uses sentences to express thoughts, feelings, and ideas.

TO THE TEACHER

* * * * *

Level 2 children already have learned many words and can put them together in sentences. Although some may use fewer words, the average number of words per sentence for these children is five to six. Carefully selected activities can improve the structure and increase the length of children's expressions.

SUGGESTED ACTIVITIES/MATERIALS



My name is _____.

I am _____ years old.

I live on _____ Street.

I go to _____ School.

My telephone number is _____.

My pet's name is _____.

There are _____ people in my family.

Needed: Magazine pictures or original drawings, posterboard or tagboard, felt marker or crayons.

* * * * *

- TELLING CONTINUED STORIES

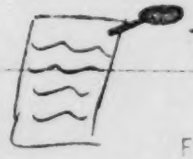
Begin an imaginary story, setting the stage in a familiar situation and introducing one or two characters. Have several children, in turn, add one or two sentences to keep the story moving. Children will begin to develop a feeling for sequence.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
ORAL LANGUAGE (cont.) The child uses sentences to express thoughts, feelings, and ideas.	In informal situations children are often stimulated to share ideas, raise questions, and offer suggestions. At such times, observe the speech habits of individual children and of the group to determine where help in forming sentences is needed; then, structure classroom experiences that motivate children to speak in sentences. Indicate warm support and acceptance for each child's contribution and give praise for the smallest improvement noted.	• PANTOMIMING TO STIMULATE SENTENCE BUILDING Pantomime an action such as folding paper. Ask, "What am I doing?" The child responds, "You are folding (the) paper." If the child responds with a phrase, ask him to repeat the statement beginning with "You are _____." Continue pantomiming other action situations -- watering flowers, reading a book, closing a door. Each time ask, "What am I doing?" *Variation: Children pantomime actions, then call on others for responses.* • GUIDING SENTENCE BUILDING Start with a simple sentence. Have the child add on to the sentence by answering questions or responding to remarks. Teacher starts: "The dog barked." Q: What size (or color) dog was it? — The big dog barked. Q: Why did the dog bark? — The big dog barked at the cat. Q: When did he bark? — The big dog barked at the cat this morning. Note: Additional activities may be found in Learning Time with Language Experiences for Young Children, pp. 33 and 34. • HOST OR HOSTESS FOR A DAY Teach the child to greet visitors and to make introductions. Should you leave the room momentarily, he tells where you can be found.

LEARNING OBJECTIVES

ORAL LANGUAGE (cont.)

The child uses sentences to express thoughts, feelings, and ideas.



TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- ASKING AND ANSWERING QUESTIONS

An exchange of conversation between you and the child or between two children might proceed as follows:

Teacher: Who is it?
Child: Can't you guess?
Teacher: Is it Tommy?
Child: Yes, it is Tommy. I am Tommy.

-- -- -- -- -- -- -- -- -- -- -- -- --

Child: Is it raining today?
Child: No, it isn't raining today.
Child: Are the tables made of wood?
Child: Yes, the tables are made of wood.

▲ Note: The toy telephone is an excellent device for encouraging the children to use sentences when asking and answering questions during conversations.

- HOW DOES IT END?

A child begins a sentence. Other children supply possible endings for it. Continue the activity by having another child begin a sentence and have other children supply endings.

First child: I lost my button this morning. I finally found it .....
Other children: ...on the floor, ... under the bed, ...under the table.
First child: No, I found it in my pocket.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
ORAL LANGUAGE (cont.) The child uses sentences to express thoughts, feelings, and ideas.		• DELIVERING ORAL MESSAGES The child delivers oral messages to the principal, teachers, and other school personnel. This is an excellent opportunity to teach the courtesy words -- good morning, excuse me, please, thank you, and you're welcome. • "TOUCH AND TELL" A blindfolded child takes an object from the "touch and feel" box, feels it, and tells what it is, beginning, "This is a _____" or "I feel a _____." ■ Needed: Gayly decorated box or bag, 5 or 6 familiar objects. (An apron with several pockets or a plastic shoe bag with pockets may also be used.) ▲ Note: See Appendix, "Things to Make," for the apron.
• The child can infer what has happened and what will happen next when interpreting a picture.	The child's ability to interpret pictures reveals his maturity in language development. The immature child, seeing unrelated objects, tends only to name things in a picture. Even with encouragement, he probably won't be able to add anything more. The Level 2 child should be able to describe the characters and the action in a picture, to infer what happened before, and to suggest what will happen next. He also should be able to ascribe motives, feelings, and conversations to the characters.	• WHAT HAPPENS NEXT? Use snapshots or magazine pictures of children or a family in situations that suggest something about to happen. Have a child tell what he thinks will happen next. The pictures can also be passed out and each child can draw a picture of what he thinks will happen next.

LEARNING OBJECTIVES

ORAL LANGUAGE (cont.)

The child can infer what has happened and what will happen next when interpreting a picture.

TO THE TEACHER

Questions that bring out who, what, where, and why help the child tie together the separate elements in a picture. Avoid asking "What do you see in this picture?"; this merely requires naming or enumeration. Instead say, "Can you tell us what is happening in this picture?"

To aid in picture interpretation, encourage children to compare their own experiences with those in the picture.

SUGGESTED ACTIVITIES/MATERIALS

- WHAT HAPPENED BEFORE?

Have the child study a picture. The child first notes the action in the picture and from clues suggests what might have happened prior to the pictured action.

Needed: Pictures cut from magazines or catalogues.

Display 3 or 4 magazine pictures which show simple, easily described actions (e.g., driving a car, eating dinner, blowing out candles on a cake). First ask the children to describe the actions in all the pictures, then the action that might have occurred before the action shown in one of the pictures and have a child to pick out that picture from the group.

Needed: Magazine, calendar, catalogue pictures.

- INFERRING FROM PICTURED DETAILS

Have a child indentify the characters, the setting, and what is happening in a picture. Your questions should help the child understand the actions of the pictured characters.

Needed: Large pictures from Building Pre-Reading Skills, Kit A - Language, magazine pictures.

- TELLING STORIES FROM PICTURES

Use simple, uncluttered pictures that suggest a story. After starting the narration, invite a child to continue or finish a story such as the following:

LEARNING OBJECTIVES

ORAL LANGUAGE (cont.)

The child can infer what has happened and what will happen next when interpreting a picture.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

One sunny spring day, Joe and Bill were playing ball on the sidewalk. Joe threw the ball to Bill and ----------

You may find it necessary to inject some comment when a child falters or perhaps to call on another child.

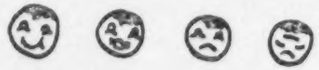
Needed: Magazine, calendar, or catalogue pictures.

"SPIN A PICTURE STORY"

Paste several action pictures on a heavy cardboard circle. The child spins the pointer. He then tells a story about the picture where the pointer stops.

Needed: Large circle drawn on a bulletin board, brass head to hold cardboard pointer, 8 action pictures (in color if possible).

- HOW DO THEY FEEL?



Use pictures with characters whose expressions show how they feel. The child will probably recognize the following: smiling or laughing, crying, pain, sadness, frowning, surprise, excitement. Make up a short story and have the child pick the appropriate picture, adding description or details.

- NOTING CHARACTER'S MOTIVE FOR ACTION

Use a picture with 2 or 3 characters; e.g., a boy running after a dog with a ball in his mouth. The child notes that the boy is chasing the dog to get his ball or that the dog wants the boy to play ball with him.

LEARNING OBJECTIVES

ORAL LANGUAGE (cont.)

The child can infer what has happened and what will happen next when interpreting a picture.

TO THE TEACHER

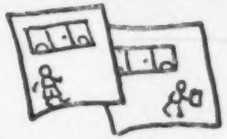
FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- WHAT IS HE SAYING?

Select pictures with characters engaged in conversation or in situations requiring conversation. One or two children can infer what the characters are saying. The conversation can reveal how the characters feel or note a sensory reaction, as "I feel hot in this coat" or "Hand me my coat, I'm cold."

- INTERPRETING TWO-PICTURE STORY SEQUENCE



Display a two-picture story sequence. In early lessons, clip a sheet of plain paper over the right-hand picture to avoid distraction. Guide the child's thinking with questions that help him follow the sequence. Some children may be able to note the intervening action not shown between two pictures, for example, a woman going into a store and a woman coming out of a store with a package, the child infers the intervening action.

▲ Note: The pairs of pictures should reflect activities within the children's experiences.

Needed: Pictures from old reading readiness books or original drawings.

LEVEL ONE: AUDITORY DISCRIMINATION

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION

- The child listens attentively to stories, poems, jingles, and riddles.

TO THE TEACHER

Good listening habits are essential to an effective classroom program. Not only does listening provide much of children's intake during the school day, but growth in the ability to attend, to comprehend, to interpret, and to respond to oral language lays the foundation for children's learning to speak intelligibly and to read and write.

The nature of our times -- blaring TV sets and transistor radios, screeching tires, wailing sirens, and roaring jets -- makes training in listening a necessary but difficult task. Many children, at a very early age, become quite adept at tuning out all extraneous sounds. They enter school having learned how not to listen to some sounds in order to listen to something else that is more interesting to them. The teacher, therefore, has to plan activities that are sufficiently interesting, or be so compelling herself, that children do not tune her out, even unintentionally.

No matter how inattentive and restless young children may be, there are few who fail to respond with rapt attention to a rousing good story, having an interesting plot and believable characters, that is read with animation. Listening attentively to stories, poems, limericks, and riddles during the story hour gives children an excellent start in building

SUGGESTED ACTIVITIES/MATERIALS

- THE FIRST READING

PRACTICE READING THE STORY OR POEM ALOUD. If necessary, rehearse until your enunciation and pronunciation are clear and your voice is lively and expressive.

PREPARE CHILDREN FOR LISTENING by recalling related familiar experiences, by discussing unfamiliar words that will be heard, and by asking questions that arouse their curiosity and anticipation.

After reading to the children, ASK QUESTIONS ABOUT THE CHARACTERS AND EVENTS: "Have you ever seen a _____? What part did you like best? What part was the funniest? Do you wish you could _____? If you were _____, what would you do? Why? What happened when _____?" WHO, WHEN, and WHERE questions serve to fix the main story events in the children's minds. The children's responses should give indication of how attentively they listened and how well they comprehended and enjoyed the story. Picture story books used during the reading may later be placed on the library table for the children to "read" on their own.

▲ Note: For a suggested reading list of stories, poems, and rhymes, see the Appendix. For tips on selecting materials, pre-planning and preparation, seating arrangements, and using visuals, see the "Teacher's Resource Book," pages 6-16, from the Invitations to Story Time Kit and Learning Time with Language Experiences for Young Children, pages 157-168.

■ Needed: Time for Poetry, Time for Fairy Tales Old and New, Building Pre-Reading Skills - Language Kit A, Invitations to Story Time Kit, Tell Again Story Cards, Level 1 and Level 2, room library books. See Appendix, "The Story Hour."

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS

AUDITORY DISCRIMINATION (cont.)

The child listens attentively to stories, poems, jingles, and riddles.

desirable attitudes and habits needed for listening during more formal learning periods. It also acquaints children with a literary heritage that is rich in entertainment and universal in appeal.

The story hour should be the highlight of the school day. NOT A SINGLE DAY OUGHT TO GO BY IN WHICH THE TEACHER FAILS TO READ OR TELL HER CHILDREN A STORY, OR RECITE TO THEM BITS OF VERSE. The classroom atmosphere should be one of quiet relaxation, and the teacher's voice should be clear, lively, and expressive. See THE STORY HOUR in the Appendix for available materials and for suggested stories and poems every Level 1 and Level 2 child should know.

IN ADDITION TO THE SUGGESTED AUDITORY ACTIVITIES, see the Teacher's Manual for Building Pre-Reading Skills, page 292. This page provides a comprehensive view of the number and kind of skills presented in each lesson in Kit A that pertains to listening and auditory perception. The number and letter which appear before each skill indicate the unit and lesson in which it is found.

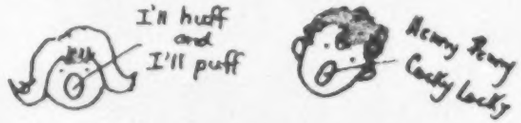
- USING FILMSTRIPS FOR STORY READING

Show the filmstrip slowly, frame by frame, as you read the accompanying story or poetry lines. The addition of a visual aid and the viewing of picture sequences will enliven the story hour. After the first showing, repeat. This time, as a check on their ability to listen and recall, have the children discuss each frame and assist you in telling the story.

▲ Note: The Read and Tell Series of color filmstrips was especially prepared for this purpose. See An Interim Audiovisual Guide for the Kindergarten and Ungraded Primary, page 3, for listings.

■ Needed: filmstrips, filmstrip projector.

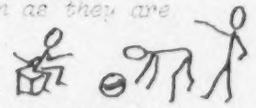
- THE SECOND TIME AROUND

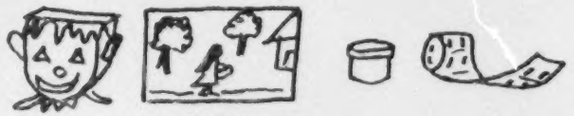


Children soon acquire favorite tales and poems which they enjoy hearing again and again. With each new reading, certain expressions and repetitive phrases will become increasingly familiar. When you come to these in your reading, pause and invite the children to chime in.

▲ Note: Some children will not be able to recall the words. For maximum participation, encourage all children to pantomime the action, gestures, and facial expressions of the characters. Let them make the sounds (growl, bark, cry, whistle) as you read the words. This leads them to make a connection between the non-verbal (gesture, sound) and the verbal expression (spoken word).

■ Needed: same as listed under THE FIRST READING, page 37.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
AUDITORY DISCRIMINATION (cont.) The child listens attentively to stories, poems, jingles, and riddles.		• TELLING STORIES/RECITING POEMS Certain stories require partial or complete memorization to be told effectively. SELECT A BRIEF, APPEALING STORY OR POEM. The selection should be simple enough so that children will be encouraged to try retelling it later. Take care that the impact and meaning of the author's language is not lessened by your paraphrasing his words. IT IS ESSENTIAL THAT REPETITIVE PHRASES ARE KEPT INTACT, THAT THE NAMES OF CHARACTERS ARE PRONOUNCED CORRECTLY, AND THAT THE STORY SEQUENCE FOLLOWS THE AUTHOR'S WORK TO THE LETTER. If they are available, use pictures that illustrate the story. After telling the story or reciting the powm, QUESTION THE CHILDREN about the characters and events. A few questions from you should develop whether they are aware of the correct sequence of events, of what happened and why. ▲ Note: When pictures are used, be sure they are large enough to be seen by the entire group. ■ Needed: Tell Again Story Cards, Level 1 and Level 2, Building Pre-Reading Skills - Kit A (including large pictures), four nursery rhyme posters and three participation books from Invitations to Story Time Kit, mounted pictures, and all reference books listed under THE FIRST READING, page 37 of Level One: Auditory Discrimination. *Variations* 1. *For the teacher who has some artistic ability, a chalk talk is an excellent change from the usual routine. Use simple line drawings on the chalkboard to illustrate characters, objects, and events. Erase drawings as soon as they are no longer needed to avoid cluttering the board.*  ▲ Note: The Gingerbread Man, in the Invitations to Story Time Kit, has seven accompanying stand-up cutouts that may be used as the teacher talks.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
AUDITORY DISCRIMINATION (cont.) The child listens attentively to stories, poems, jingles, and riddles.	Children should be encouraged to try their hand at story telling -- sometimes alone, but more often at Level 1 as a group effort. When the entire group assists the teacher in retelling a familiar story, more children are involved automatically in active listening. The children are asked to listen intently in order to act, gesture, or speak on cue as the teacher narrates the story.	2. *Place flannel (or felt) figures on the flannel board to illustrate the story as you tell it. Some commercially prepared cutouts are available, but young children will enjoy equally well simple cutouts that the average primary teacher might prepare herself.* ▲ Note: Cut objects and characters from several ABC, nursery rhyme, and coloring books. Paperback story books found in most five and ten cent stores may also be used. If the cutout is flimsy, you might glue it to construction paper, Kraftpaper, or bogus paper. Place strips of outing flannel, felt, velour, or sandpaper on the back of each picture to make the cutout adhere to the flannelboard. 3. *Use hand puppets as you talk. See the Appendix, "Things to Make," for directions for making hand puppets.* • CO-OP STORIES  Using Puppets After the children have listened to a favorite story (or a poem) have them make simple stick, or stuffed paper bag, puppet characters. The puppets are later used by the children as they take turns in assisting the teacher in retelling the story (or reciting the poem). (See the Appendix, "Things to Make," for directions on making stick and stuffed paper bag puppets.) ▲ Note: Assign character parts to children singly, or in groups of three or four. The children gesture and speak on cue as you narrate. • USING PICTURES/FLANNEL BOARD CUTOUTS Place a sequence of story pictures on the chalkboard ledge or easel. As the group assists in retelling the story, a child (or the teacher) changes the pictures. The pictures help the group to keep to the story line and to keep the story events in order.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS

AUDITORY DISCRIMINATION (cont.)

The child listens attentively to stories, poems, jingles, and riddles.

Carefully selected records, films, and tapes that have been prepared for young listeners not only give a more professional reading of stories and poems, but also train children to listen to voices other than the teacher's voice. In addition, they add variety to the listening program and provide experiences in listening pleasure which can be repeated again and again. The latter is a decided advantage when correcting misunderstandings arising from inadequate "first listening," and when encouraging memorization.

Flannelboard cutouts may be used also for group story telling. To avoid distraction, remove cutouts as they are no longer needed.

Note: The Golden Egg Book, from the Invitations to Story Time Kit, has six accompanying cutouts for the flannelboard.

Needed: Tell Again Story Cards Level 1 and Level 2; large pictures from Building Pre-Reading Skills - Language Kit A; sets of mounted pictures from inexpensive paperback storybooks and magazines; flannelboard cutouts, flannelboard.

Using Filmstrips

Show the filmstrip, frame by frame, as you encourage the children to assist you in retelling the story events. Lead the children to use the character names frequently. Have them say the repetitive words, phrases, or sentences correctly and expressively.

Needed: filmstrips, filmstrip projector. See Audiovisual Guide for the Kindergarten and Ungraded Primary for available filmstrips.

LISTENING TO RECORDS AND FILMS

PREPARE CHILDREN FOR LISTENING to stories and poems on records, tapes, and films as you would for any other listening experience. Set the stage by providing a quiet, comfortable, relaxed classroom atmosphere, arranging the children so that all can hear (and see), and arousing the children's curiosity about what to expect.

ENCOURAGE CHILDREN TO ATTEND by taking a seat and listening along with them. When the story is concluded, invite them to ask questions about anything they did not understand. Discuss the content of the story or poem.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child listens attentively to stories, poems, jingles, and riddles.

TO THE TEACHER

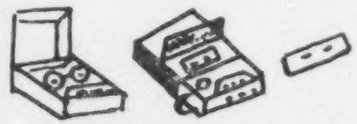
SUGGESTED ACTIVITIES/MATERIALS

LET THEM SUMMARIZE what they heard through individual drawings and paintings, an illustrative mural, or dramatization.

■ Needed: record player or transcription player, records; sound film projector, film.

▲ Note: Use the two records of stories and poems from the Invitations to Story Time Kit. See Audiovisual Guide for the Kindergarten and Ungraded Primary for listings of available records and films. You a also may secure records and films from the public library, your school library, and the Study-Learning Resource Center in your school district.

• LISTENING TO TAPES



The number of good tapes available to teachers of very young children is limited at present. Use a cassette tape recorder, simple in its operation, to produce tapes of your own. AFTER SEVERAL PRACTICE SESSIONS, record yourself reading a story or several poems. Use tapes as an additional means of lending variety to the listening program. Tapes can be stored and played over and over, or they can be erased and used for recording a different activity.

■ Needed: tape recorder (standard or cassette), tapes.

Variation

Record on tape your reading of a story or recitation of a poem, with the children producing the sound effects.

▲ Note: If your room has a listening center, tapes can provide much listening pleasure for small groups, time and time again. The headsets permit a group of children to listen without disturbing the rest of the class. Of course, records may be used in the listening center also.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

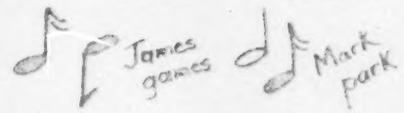
The child listens attentively to stories, poems, jingles, and riddles.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- NAMES IN RHYME



After listening to rhymes and jingles, most children will eagerly respond to the following activity:

Say: "We can make our own rhymes. Let's make up rhymes that have our names in them. I'm going to make a rhyme about James. *James, James, likes to play games.* (Pause) Now, I'll make up a rhyme about Ann. *Ann, Ann, ran fast as can* _____." Pause and see if children spontaneously add the word *man*.

Try several such rhymes using the children's names. Encourage the children to join in and supply the rhyming word and, eventually, the entire rhyming line. Nonsense and humorous rhymes are enjoyed most, e.g., *Fred, Fred, was afraid of his head*, or *ate all the peas*, and *Louise, Louise, don't ask please*, or *put on your shoes*.

▲ Note: If you establish a rhythm or a melody to which the rhyming lines can be recited, children will enter into the activity more vigorously.

Variation

Use the boys and girls who familiar with the activity, for the next rhyme being "ta." The first child may say "Ta," to a child and then calls on a classmate, saying, "Matt, Tatty." If the child cannot complete her rhyme, any another child can, the turn with becomes "Ta."

- ANIMAL JINGLES

Let children make up nonsense jingles using animals as characters. Start them off by making up a few jingles for them. For example: *I have a better, she owns a kitten; I own a pig, he has mumps a pig; I wish*

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS

AUDITORY DISCRIMINATION (cont.)

The child listens attentively to stories, poems, jingles, and riddles.

a snake, a pancake, some cake. Later, let the children make a book of illustrated jingles for the library table. You print the jingles; the children draw the pictures.

- RIDDLE GAMES

Make up simple riddles about classroom objects (clock, table, crayon) and have children guess them. Later, encourage children to make up riddles for their classmates to solve. *For variety, phrase the riddle so that children must act out the answer. Thus they associate listening with doing.*

Examples:

I have a face and two hands. I tell you when it's time to come to school. What am I? (clock)

I have a back and four legs. You sit on me. What am I? (chair)

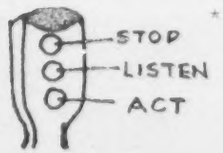
Find something red. We use it to draw pictures. (Children find and hold up red crayon.)

Robert fell down and hurt his knee. Show me how Robert looked. (Children look sad.)

* * * * * * * * * * *

- The child can comprehend and follow a single direction.

From the beginning the teacher should establish the practice of giving directions ONLY ONCE, speaking clearly, precisely, and forcefully. The children soon become aware that they are expected to know what to do after a single telling and thus are more likely to become thoughtful, attentive listeners. Occa-

- WAIT! 

Children often half-listen to a direction because they begin to anticipate what is to be said and start to act before the direction is completed. To encourage total listening, be sure you first have the child's or group's attention. Remind children to wait until you have finished speaking before they begin to act.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS

AUDITORY DISCRIMINATION (cont.)

The child can comprehend and follow a single direction.

sionally repetition of a direction will be necessary, but generally the teacher should strive to give directions well the first time so that no pupil learns not to listen because he knows the direction will be repeated.

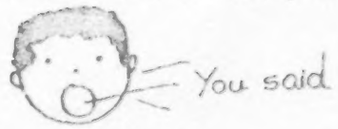
For the teacher who is alert to the opportunities, there are many occasions during the school day to provide experiences in listening to and following directions. If the teacher tends, however, to do most of the routine tasks herself or to over-assist children to whom she gives the tasks, or if she habitually assigns jobs only to those children who have already demonstrated their ability to follow directions, she will fail to develop in each child good listening habits and a sense of responsibility for his actions.

- MAKING A GAME OF IT

Try testing the children once in a while with statements such as: "Put your crayon boxes (pause) under your chair" instead of "on the shelf" or "in your drawer" during clean-up, or "If you have finished, show me (pause) your thumb" instead of "your paper" or "your drawing."

▲ Note: The popular game "Simon Says" is excellent for training children to listen, comprehend, and execute directions promptly. Children easily learn to take turns at being the leader. Change leaders often.

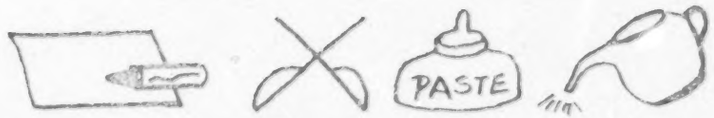
- SAY WHAT I SAID



Form the habit of asking a child to repeat the direction immediately after you, especially if the child is a poor listener or the direction calls for a change in the usual routine. If the child fails to respond, ask another child; but as early as possible provide the child who failed with another opportunity to succeed in listening and interpreting a direction.

▲ Note: Remember to give praise for a good performance. It will encourage the other children to be better listeners.

- ROUTINES



By keeping to a regular schedule of daily activities, children will learn to execute simple directions governing routine activities, such as cleaning-up, going out for recess period, getting ready for story hour, preparing to go home. Use language that is simple and precise. If at all possible, GIVE A DIRECTION THE SAME WAY EACH DAY until its meaning is clear and all children have learned to execute it properly.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child can comprehend and follow a single direction.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

▲ Note: In carrying out class activities, do not assume that children know the meaning of *raise* (your hand), *put or place* (your paper), *find or point to*, and *color* (the ball), words very common to the school setting. Form the habit of demonstrating the appropriate gesture or action as you speak to assist children in making the correct association between the verbal *(words)* and the non-verbal *(action)*.

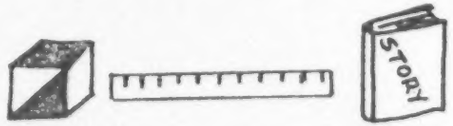
- STEP BY STEP

At this level, even though it may be necessary to give children several directions to complete an activity, give the directions *one by one*, pausing for the execution of the first one before going on to the next. Children need sufficient time to think about each request before they act upon it.

Examples:

Place your chair under your table. (Pause)
Come to the library table.
Put your paper on the table. (Pause)
Take out your crayon box. (Pause)
Find your red crayon.

▲ Note: Practice in following a series of single directions is suggested before children are asked to execute a two-part direction at Level 2.

- OBJECT LESSON 

Place four to six objects on a table before the class. Have the children name the objects, helping them to observe color, shape, size, and any other details that serve to fix the objects in their minds. Tell the children to listen carefully and then do what you ask them to do. Give a direction such as, "Bring me the blue box," or "Put the ruler on the desk," or "Give the block to John." Choose a child to follow the direction.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
AUDITORY DISCRIMINATION (cont.) The child can comprehend and follow a single direction.		Give the child time to think and remember exactly what he is to do before helping him, or asking another child to take his turn. ▲ Note: Always give the direction *first*, before choosing a child. This insures that all children will listen to the direction in anticipation of being called upon. ■ Needed: four to six assorted objects, table. *Variation* *Intersperse an impossible direction with the others, such as, "Put the table on the chair" or "Bring me the locker." On such a direction the child is to remain seated. This teaches the child to wait until a direction is completed, and to think before acting.* • DO AS I SAY Use this activity to develop the concept of left and right as well as the ability to follow a direction. Give (or have a child give) a direction such as: *raise your right hand, tap your left foot, touch your left ear, join hands in a circle, move to the right, move to the left.* ▲ Note: Pause after each direction, giving children time to think about left and right, and what they are being asked to do.

* * * * *

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

- The child hears differences in the volume, pitch, duration, and sequence of non-verbal sounds.

TO THE TEACHER

Children will vary widely in their experiences with, and sensitivity to, non-verbal sounds. By the time they enter school, however, most children have experienced the sounds of nature -- bird calls, wind, rain, thunder. They also have become familiar with sounds in their environment -- fire engine's siren, dog's bark, airplane's roar, baby's cry. Learning to differentiate the sounds around them offers children another means of "tagging" their world, of more accurately pinpointing what things are and what they mean.

Non-verbal sounds differ in many ways -- in volume (*loud, soft*), in pitch (*high, low*), in duration (*long, short*), and in sequence (*rhythmic pattern*). By calling children's attention to the above qualities and having children react to them, the teacher can lead children to distinguish characteristics of sounds that were hertofore undifferentiated.

Just as non-berbal sounds differ in loudness and pitch, so do spoken words. Some syllables are accented; others are not. Certain words and phrases are given stress for greater emphasis. A rise in pitch occurs at the end of a sentence that asks a question. Learning to detect variations in the qualities of non-verbal sounds provides excellent training in careful, attentive listening. It also lays the foundation for an awareness of these same qualities in oral language and for detecting small differences in sounds within words.

SUGGESTED ACTIVITIES/MATERIALS

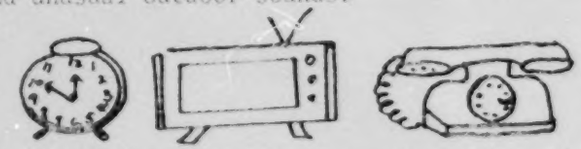
In addition to the activities suggested here, several may be found in Learning Time with Language Experiences for Young Children, pages 70-77. Charts 5, 6, 7, and 8 of Science is Wondering may be used to teach the many sounds of the environment and how they differ.

- OUTDOOR SOUNDS

Discuss with children the kinds of outdoor sounds one sometimes hears. Examples: passing cars, automobile horns, children playing, barking dog, whir of a lawn mower, airplane's roar, bird chirps, rain hitting the window pane. Ask the children to close their eyes. Open a window, weather permitting, and have the children listen in silence for a minute. Ask them what they heard.

▲ Note: The nature of the school neighborhood, the hour of the day, and the weather are factors affecting the outcome of this activity. Pause at any time during the school day when children have the opportunity to note new and unusual outdoor sounds.

- INDOOR SOUNDS



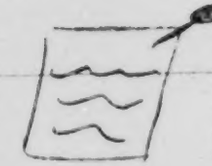
Discuss with children the kinds of indoor sounds one sometimes hears at home and at school. Examples: doorbell, school bell, telephone ring, clock alarm, radio music, TV program, dishes rattling, footsteps, water running, door closing. Ask children to close their eyes and listen for sounds in the classroom or inside the school building. Discuss the sounds the children heard.

▲ Note: Help children use words which characterize the sounds and which can be used later by them in describing the sound accurately to others. Examples: ring (telephone), buzz (bell), rattle (dishes), splash, drip (water), slam, squeak (door).

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child hears differences in the volume, pitch, duration, and sequence of non-verbal sounds.

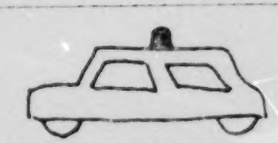


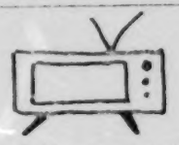
TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- OUTDOOR - INDOOR





To develop awareness of loudness and softness and how these characteristics of sound vary with distance, have children listen to a fire engine or an ambulance going by, an airplane flying overhead, footsteps in the hall, or voices of persons passing. Lead the children to note how the sound is loudest when near, softer when farther away.

Variation

Play the radio, television, or piano; tap with a ruler on the desk, or beat on a drum. Have children note that the sounds are loudest when they are close by the source of the noise, but that the sounds are softer as they move away, across the room, or outside the classroom.

- A LISTENING WALK

Take the class on a walk outdoors or through the school building. Tell them to listen carefully to all the sounds they hear. When the children return to the classroom, they are asked to enumerate and describe the sounds they heard.

- MUSICAL ANTICS

1. As children march to music (piano, record), have them indicate awareness of changes in volume by stomping when the music is loud, walking when it is medium loud, and tiptoeing when it is soft.

   Needed: records, tapes, or music played on piano.

AUDITORY DISCRIMINATION (cont.)

The child hears differences in the volume, pitch, duration, and sequence of non-verbal sounds.

FOR YOUR NOTES

2. Strike notes on the piano. Hold the key down for a while to produce a long tone, or lift the finger from the key immediately to produce a short tone. Ask the children to tell whether each sound is long or short. Once the activity is understood, the children can take turns at striking a note and having their classmates describe its duration.

   Variation

   Have children place the palms of their hands together to begin this activity. Hum a high note, sustaining the tone for a long or short period. Each time you begin to hum, the children slowly move their hands apart as if measuring your tone. When you stop, ask them, "Was the sound long or short?"

- GAME: MUSICAL CHAIRS

Arrange chairs in a wide circle, leaving space between them. There should be one chair less than the number of children who will play the game. As music is played, the children march behind the circle of chairs. When they hear the music stop, they enter the circle quickly and sit on a chair. The child left without a chair must drop out of the game. Remove a chair and let the game continue. The child who manages to stay in the game to the end is the winner.

■ Needed: piano or record player, chairs.

- GAME: TURN ABOUT

Have the children form a circle and march in single file, clockwise, while you play the piano or a record. Let some variation in the music (such as loud or fast) be a signal for changing the direction of march to counter-clockwise.

■ Needed: piano or record player.

LEARNING OBJECTIVES

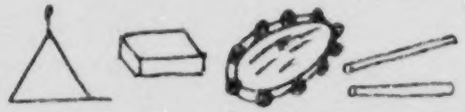
AUDITORY DISCRIMINATION (cont.)

The child hears differences in the volume, pitch, duration, and sequence of non-verbal sounds.

TO THE TEACHER

SUGGESTED ACTIVITIES/MATERIALS

- WHICH ONE?



Select four or five rhythm bank instruments and place on a table. Have the children name each instrument as you strike it. Tell the children to close their eyes (or turn their backs) and guess which instrument is played. Let the children take turns at striking an instrument once the activity is understood.

■ Needed: rhythm band instruments -- the greater the variety, the better; table.

Variation

Arrange several objects on a table and carry out three or four activities, while the children watch, e.g., drop a book, clap your hands, rattle keys, ring a bell. Repeat the sequence of actions, asking the children to describe each action as it is completed. Now, have the children close their eyes and guess which action they hear being carried out. Let the children take turns at being the leader once the activity is understood.

■ Needed: an assortment of objects that will make different sounds, table.

- RHYTHM RIDDLES

Use a tom-tom or drum to produce simple rhythmic patterns, e.g., 1, 2 (Pause), 1, 2 (Pause) or 1, 2, 3, 4 -- 1, 2, 3, 4 (accenting the first beat each time). Ask children to listen and reproduce the pattern (sequence) by clapping their hands.

■ Needed: tom-tom or drum, beater or stick.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS

AUDITORY DISCRIMINATION (cont.)

The child hears differences in the volume, pitch, duration, and sequence of non-verbal sounds.

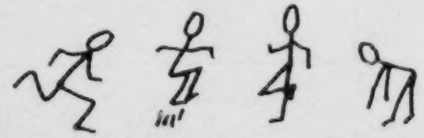
FOR YOUR NOTES

Variation

If enough rhythm band instruments are available, have the children reproduce the patterns heard on their various instruments. This activity can lead to the children playing simple pieces written in 2/4, 3/4, or 4/4 time while they listen to a record or to the piano.

■ Needed: rhythm band instruments, tom-tom or drum, beater or stick.

- ACTION RHYTHMS



Have a group of six to eight children take turns demonstrating the action rhythms which the teacher taps out -- running, hopping, skipping, jumping. The rest of the group listen and observe. When you think the children can match rhythm and action on cue, ask all the children to clap while you tap out the rhythm, then tell what action is expected. Finally, let one-half the group serve as the rhythm band, clapping out rhythmic patterns, while the other half serves as interpreters, listening and carrying out the actions indicated. Switch the groups after a while.

▲ Note: If a child indicates the ability to do so, let him take your place as the leader of the band. Have him change rhythms from one pattern to another at will.

- HOW MANY?

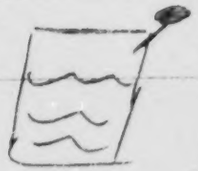
Bounce a ball (tap on the desk, clap your hands) for one to five counts. Have the children to count while they imitate the sequence in pantomime. Ask the children, "How many times did I bounce the ball?"

■ Needed: ball, ruler or pencil, tabletop.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child hears differences in the volume, pitch, duration, and sequence of non-verbal sounds.



TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- TICK - TOCK

Send one child chosen as "It" out of the room. Hide a very loud-ticking clock somewhere in the room. Call the child back into the room and have him try to locate the clock. He may move around the room at will. All the other children are cautioned to keep extremely quiet and not to give the hiding place away by sound or gesture.

Needed: an inexpensive, loud-ticking, alarm clock.

Variation

Set the clock to alarm after five minutes of play. If a child finds the clock as the alarm goes off, he gets the prize for the day.

- SOUND STORIES

When telling or re-reading a story that lends itself to sound effects, encourage the boys and girls to become sound engineers and tramp over the bridge, whistle to the dog, buzz like the bee, bark at the stranger.

Use a tape recorder to produce a "sound story." For example, record the following sequence: footsteps, a door opening, voice saying, "Good morning!" Have the children listen to the tape and identify each sound. Next let them decide where the action might have taken place (home, school), who is talking (adult, child; male, female), and what the person might want. Using the recording, let the children who are able make up a story to go with the sounds.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

- The child hears likenesses and differences in the sounds of spoken words.

TO THE TEACHER

* * * * *

Young children are rather hazy about the sounds in words, especially multisyllabic words. They often confuse a newly learned word with a familiar one that sounds somewhat like it. They may solemnly pledge allegiance "to the flag of the You-ninety-skates of America and to the republic...one nation, individual" in the belief that they are imitating correctly what they have heard.

Learning to listen carefully and to detect small differences in the sounds of spoken words is essential for comprehending oral language. A child must hear the s or z sound at the end of a noun to understand that the plural form is being used, the t or d sound at the end of a verb to understand that the past tense is being used, or the b sound at the beginning of bat to distinguish it from cat. The quality of a child's response to an oral direction, a question, or an explanation depends to a large degree on how accurately he discriminates between verbal sounds.

SUGGESTED ACTIVITIES/MATERIALS

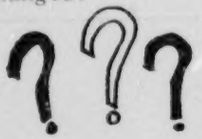
▲ Note: Encourage variety in the story interpretations. Some individual children will be able to give only one sentence. There can be as many versions as children in your group, as long as each story adheres to the sound sequence.

■ Needed: tape recorder, tape.

* * * * *

- MAKING VOICE CHANGES

Have children listen, as you read and tell stories, for voice changes when animals and people talk, e.g., the difference in the voices of the Three Bears, the difference in the voices of Cinderella and her two stepsisters. When children assist you in retelling stories encourage them to imitate these voice changes.



- WHO AM I?

Have three children stand in the back of the room or behind a screen. While the rest of the children close their eyes, select one of the three children to say in a natural voice, "Who am I?" The child who guesses correctly is allowed to take the place of the one who spoke. The game continues.

- GOOD MORNING!

One child stands in front of the class, his back to the group. The teacher points to another child who quietly comes forward and stands about three feet away. This child says, "Good morning, _____." The first child, without turning his head, answers, "Good morning, _____." If he does not guess the speaker, the greeting is repeated. After the second

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child hears likenesses and differences in the sounds of spoken words.

TO THE TEACHER

Learning to listen carefully and to distinguish correctly the sounds that make up words is essential also for learning to read. The child who hears words correctly can be taught more easily to note similarities and differences in the sounds of spoken words. He later learns to associate verbal (speech) sounds with letter symbols and to use these sounds as clues in identifying printed words.

Failure to discriminate accurately between sounds in words is not necessarily indicative of hearing loss. However, children who are inattentive, who maintain a strained and tense facial expression when listening, who have indistinct speech, or who exhibit withdrawn behavior, are displaying symptoms that warrant closer observation.

The teacher must be alert to discover children who have hearing difficulties and place them near enough to hear her voice. The habit of summarizing what has been done at the end of an activity, and at the close of the school day, will give poor listeners a second chance at hearing and an opprotunity to clarify points they did not understand.

SUGGESTED ACTIVITIES/MATERIALS

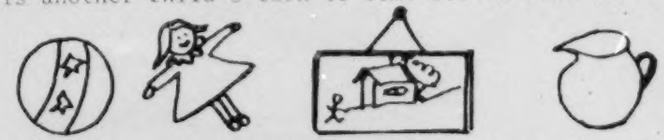
incorrect guess he takes his seat, giving his place to the child whose name he missed.

▲ Note: Other greetings such as "Hello," "Merry Christmas," "How are you?," or "Happy Valentine's Day" may be used.

- BARNYARD RIDDLES

Blindfold one of the children. Have the rest of the children form a circle with the blindfolded child in the center. Whisper and assign each of the children the name of a farm animal. Signal for one child to come to the center of the circle, touch the blindfolded player lightly, and step back in place. The blindfolded player asks, "Who touched me?" The child answers by making his animal sound, e.g., moo, meow, bark, quack, peep, whinny, gobble. The blindfolded player must guess the child's given name. If he guesses incorrectly, the animal sound is repeated. The blindfolded player gets three incorrect guesses before he loses his turn to the one who touched him. If he guesses correctly, he continues in the center of the circle and it is another child's turn to come forward and touch him.

- ALMOST ALIKE



Until children become accustomed to listening carefully to speech sounds, they may not be able to distinguish between words that sound almost alike. Test children's auditory discrimination with word pairs such as these: *butter - butter; father - flower; puppy - buggy; monkey - money; turtle - turkey; pitcher - picture; blocks - box; ball - doll; letter - ladder; bottle - bubble; horse - house; feather - sweater; pizza - pillow; beetle - needle.*

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child hears likenesses and differences in the sounds of spoken words.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

Intersperse among the almost-alike word pairs a few word pairs that are alike. Pronounce each pair and ask, "Are they the same? Are they just alike?" Children may answer "Yes" and "No," or clap or raise their hands if the words are just alike. Examples:

A	B	C
buzzer - butter	letter - ladder	box - blocks
turkey - turtle	money - monkey	feather - feather
hand - hand	dinner - dinner	window - pillow
horse - horse	beetle - needle	ball - doll
table - table	letter - letter	feather - sweater

▲ Note: One group of five word pairs, such as A above, is enough for one sitting. Try this activity again on another day, using B or C.

Variation

Check auditory discrimination of gross differences in sounds, as well as comprehension of meaning, by asking questions such as: "Which would you put on your bread? (buzzer, butter); Which do you live in? (horse, house); Which do you bounce? (ball, doll); Which would you put in the mailbox? (letter, ladder); A doll rides in a _____? (puppy, buggy)."

The following activities are designed to develop the ability to distinguish finer differences in spoken words. Do not isolate, or attempt to identify and teach, the speech sounds in any words.

- DIFFERENT INITIAL SOUNDS

Place words in pairs, five pairs to a group. All the sounds in each word pair should be alike, except for the first speech sound. Intersperse among the unlike word pairs a few word pairs that are alike. Pronounce each pair and ask, "Are they the same?" or "Are they just alike?" Chil-

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child hears likenesses and differences in the sounds of spoken words.

TO THE TEACHER

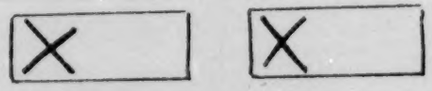
SUGGESTED ACTIVITIES/MATERIALS

dren may answer "Yes" and "No," or clap or raise their hands when the words are just alike. Use only one group of five words during one sitting. Examples:

A	B	C
fish - dish	man - fan	boy - toy
sun - gun	book - book	hat - hot
doll - doll	pig - wig	collar - dollar
pan - pan	pocket - rocket	funny - funny
block - clock	table - table	cat - hat

▲ Note: DO NOT ATTEMPT TO ISOLATE AND TEACH CONSONANT SOUNDS TO CHILDREN. Children are expected at this level merely to listen and tell whether whole words are alike or different.

Variations

1. 

Give each child two response cards with a large red X on one card and a large black X on the other. Explain that the black X is held up when the answer is "Yes," and the red X is held up when the answer is "No." Each child holds up the appropriate card when asked the question, "Are they the same?" The color helps him recall which card represents his answer.

Needed: Problem cards; red and black marking pens. See Appendix, "Things to Make," for making and using individual pupil response cards.

2. *Use incomplete statements to strengthen auditory discrimination and meaning. For example: "You put money in your _____ (pocket, rocket). You wear a _____ (coat, goat). Mice like _____ (cheese, sneeze)."*

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child hears likenesses and differences in the sounds of spoken words.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- DIFFERENT FINAL SOUNDS

Place words in pairs, five pairs to a group. All the sounds in each word in each pair should be alike, except for the final speech sound. Follow the instructions given in the preceding activity, DIFFERENT INITIAL SOUNDS page 56. Examples:

A	B	C
bag - bat	spoon - spool	duck - dug
bed - bed	beg - bed	tub - tub
gum - gun	mud - mud	sit - sip
fan - fan	tip - tip	mop - mop
bus - bug	dot - doll	nap - map

▲ Note: DO NOT ISOLATE AND TEACH THE CONSONANT SOUNDS TO CHILDREN. Have children to note only if the word pairs are alike or different. *For testing, use variations similar to those on page 57.*

- DIFFERENT MEDIAL SOUNDS

Follow directions given in DIFFERENT INITIAL SOUNDS on page 56. DO NOT ISOLATE, IDENTIFY, OR ATTEMPT TO TEACH VOWEL SOUNDS. Use groups of word pairs such as those below to develop auditory discrimination of medial speech sounds. Are the words alike or different? Examples:

A	B	C
mop - map	nut - net	pin - pan
sit - sit	bug - bug	cup - cap
hat - hot	bed - bad	kite - kite
fat - fat	trip - trap	bag - bag
top - tip	mop - mop	run - ran

▲ Note: For testing, use variations similar to those on page 57.

LEARNING OBJECTIVES

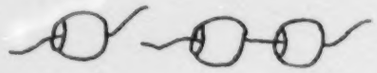
AUDITORY DISCRIMINATION (cont.)

The child hears likenesses and differences in the sounds of spoken words.

TO THE TEACHER

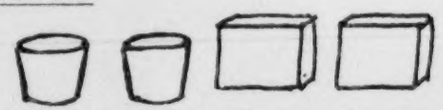
FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- MORE THAN ONE 

Help children to identify words that mean more than one by listening for s or z or iz sounds at the end of familiar words. DO NOT ISOLATE THESE SOUNDS. Emphasize them as you pronounce whole words. Furthermore, DO NOT IDENTIFY THESE SOUNDS BY LETTER NAMES. Use familiar objects found in the classroom (tables, chairs, books, blocks). Have children follow two related directions such as, "Bring me the block. Bring me the blocks." (Emphasize the plural sound.) Or say to the children, "Hold up your hand. Hold up your hands." Explain that hand means one hand, and that hands means more than one hand. Ask the children to say the word that means more than one hand.

Variations

1. 
Say, "There is a crayon box on my desk. Do I have more than one box?" (Pause for answer.) "John, put your crayon box on my desk. Now I have more than one box on my desk. Say the word boxes." (Pause) "I have two boxes on my desk." Use other familiar words having the "iz" sound in the plural form (dishes, glasses, buses; churches, brushes, dresses, benches). Ask questions or give directions that test comprehension and discrimination: What do girls wear? Bring me the brushes.

2.
Use ditto sheets with four sets of drawings, each set illustrating both the singular and plural form of the word. Ask the children to point to the hats, the dog, the dresses, the box. Repeat the exercise, this time asking the children to point to the hat, the dogs, the dress, the boxes. Later, the children color all the pictures.

■ Needed: ditto sheets with four sets of drawings, crayons. (Be sure to vary the number of objects representing the plural forms lest the children think that plural words always refer to two things or people.)

LEVEL TWO: AUDITORY DISCRIMINATION

The child maintains Level 1 skills.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION

- The child has memorized rhymes, finger plays, songs, and jingles.

TO THE TEACHER

At Level 1, the child's attention was directed to the volume, pitch, duration, and sequence of non-verbal sounds. In addition, he listened to many stories, poems, rhymes, and songs. The marked rhythms, interesting sound sequences, and numerous repetitions were appealing to him. He soon learned to chime in to complete the refrain of a poem, a word in a rhyme, or a repetitive line in a story.

At Level 2, the child memorizes many of the selections from children's literature, past and present. He requests that his favorite stories and poems be read over and over for the sheer joy of hearing them. As he listens during the story hour, he commits selections to memory and, as a by-product, he becomes aware of the sounds and patterns of language.

After the story hour, the teacher can call attention to words that receive the greatest stress. In "Little Red Riding Hood," when the wolf says, "The better to hear you, my dear.", ask "Which word did the wolf say loudest?" Differences in pitch of the voice can be observed. Part of the charm of "The Three Bears" is largely due to the pitch differences in the voices of the characters.

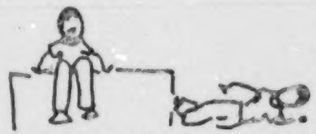
SUGGESTED ACTIVITES/MATERIALS

- PICTURE RHYME

Compile a file of nursery rhyme pictures taken from coloring books, Mother Goose books, or of original drawings. Have a child select a picture from the file, and recite the appropriate rhyme. He than calls on a child to select another picture and say the rhyme.

Needed: Pictures from coloring books, Mother Goose books, original drawings, picture file box or folder.

- ACTING OUT RHYMES AND JINGLES



After the child has memorized a rhyme or jingle, have him dramatize it. Rhymes with several characters can be dramatized by a group of children, or one child can say all the parts.

Needed: Learning Time with Language Experiences for Young Children, Brian Wildsmith's Mother Goose from the Invitations to Story Time Kit, or Building Pre-Reading Skills, Kit A - Language.

- PUPPETRY AND RHYMES

Let the child manipulate a simple paper bag puppet while he recites a rhyme or jingle. As he moves his fingers up and down on the inside fold, the puppet will appear to be talking. Timid children should be allowed to use puppets often..

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child has memorized rhymes, finger plays, songs, and jingles.

TO THE TEACHER

At Level 2, the child needs opportunities to recite and sing as well as listen to the teacher. This can be done in group situations, such as informal choral speaking, singing time, or dramatization of stories, poems, and rhymes. Some selections will call for individual recitations, such as "Little Boy Blue" and "Jack Be Nimble."

SUGGESTED ACTIVITIES/MATERIALS

■ Needed: Paper bag puppets (see Appendix, "Things to Make.")

- FINGER PLAYS

The finger play is a dramatic device through which the child acts out situations described in the verse he recites. The teacher can suggest the appropriate actions for the finger play or let the child make up his own finger actions.

▲ Note: See the Appendix for suggested finger plays. Other finger plays may be found in Learning Time with Language Experiences for Young Children and the teacher's resource book for the Invitations to Story Time Kit.

- SONG LEADER

Once a child has memorized the words to a song, let her lead the group in singing it. Occasionally the children can spend part of the music period with individuals being the leader for their favorite songs.

- FLANNEL BOARD RHYMES

Have a child recite a rhyme while placing flannel cut-outs on the flannel board. For variety, let two children participate; one child recites the rhyme while the other one places the figures on the flannel board.

■ Needed: Felt nursery rhyme cut-outs (teacher made or commercially made), figures backed with velour paper made by children, flannel board.

▲ Note: Assemble the cut-outs in envelopes or shallow boxes and label them.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child has memorized rhymes, finger plays, songs, and jingles.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/ MATERIALS

- TAPE A RHYME OR JINGLE

Taping the rhymes and jingles that have been memorized can be pleasurable for children. Tape several children's selections and later play them for group or individual enjoyment. The children may join in if they know the selections.

Needed: Tape recorder, tape.

- GIVE A LINE

Give the first line of a familiar rhyme or jingle and let a child recite it in its entirety. Start another rhyme and call on another child to say it. Continue with other familiar rhymes.

- ROUND-A-RHYME

Let one child select his favorite rhyme. He says the first line and calls upon another child to supply the second line. The second child calls on another child. This procedure continues until the rhyme has been completed.

- SING A SONG EVERYDAY

Teach many songs related to holidays, special occasions, school room activities, and everyday happenings. Whenever the words of a song suggest actions, encourage the children to act them out. The children should also be taught the words to popular singing games that have been handed down through the years.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

- The child is aware of sequence in stories and poems.

TO THE TEACHER

Most young children are not aware that activities often follow a logical sequence, that something happens first, something else occurs next, and something happens last. The development of the ability to relate things in correct sequence requires guidance and directed practice. For some children, acquiring a sense of sequence is a slow process. Through listening experiences in the daily story hour and through the use of games and other activities, the teacher must guide the child in the development of this skill.

The Level 1 child listened to stories, poems, and rhymes read to him by the teacher. He learned the names of the characters in the story and through questioning, he was becoming aware of story sequence. At Level 2, the child memorizes many of the stories, poems, songs, and rhymes he heard in Level 1. When retelling these stories and poems, he learns to keep the sequence of events in the correct order.

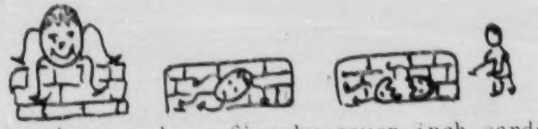
Some stories such as "The Three Bears," "Ask Mr. Bear," and "Little Red Riding Hood" are excellent choices for checking the child's awareness of sequence. These stories have beginnings that introduce the leading characters involved in a problem, middle parts that tend to heighten the problem, and endings that offer the solution. Not all stories have a beginning, a middle, and an end; they seem to be a series of episodes such as those in Wake Up, City by Alvin Tresselt, and Up Above and Down Below by Irma E. Webber (from the Invitations to Story Time Kit). Such stories as these should be read for listening pleasure and information, but not to illustrate story sequence.

SUGGESTED ACTIVITIES/MATERIALS

- RETELLING STORIES IN SEQUENCE

Having read or told a story to the children several times, encourage the child to retell the story. Notice if the child retains the sequence. Give help by asking pertinent questions such as: What happened after Goldilocks sat in Baby Bear's chair? What happened before Goldilocks tasted Mother Bear's porridge?

- WHAT COMES NEXT?



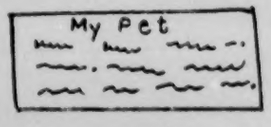
Make sets of three drawings each on five-by-seven-inch cards. These drawings can be of rhymes, fairy tales, and favorite stories. Recite the rhyme. Then place the cards along the chart rail (or the pocket chart) in a mixed-up order, and have a child arrange the cards in the right sequence. Have him check the sequence by retelling the rhyme.

Needed: 5" x 7" cards, marking pen.

Variation

Using sequences within the children's experiences, make three-step stick-figure drawings on 5" x 7" cards, three drawings to a set. Mix the sequences up and let the child arrange them in the right order. Some experiences are:

getting dressed in the morning
getting ready for bed at night
playing a game
playing with a balloon (a kite)

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
AUDITORY DISCRIMINATION (cont.) The child is aware of sequence in stories and poems.	FOR YOUR NOTES	• ORIGINAL STORIES Suggest a one-sentence action or situation familiar to the child. Let him make up a simple, three-step story. A sample situation could be two boys, John and Paul, in the backyard painting a big box. Explain that the child is to make up a story, telling what the boys are doing, what will happen next, and how the story ends. Use the same situation and let other children make up stories. *Variations* 1. *The teacher tells a four-line story, out of sequence. The child retells the story in its logical order.* 2. *Use filmstrips depicting familiar experiences to develop story sequence. Show the filmstrip and let the children create the story as the frames are shown.* Needed: Picture stories for Reading Readiness - Series 1 filmstrips in An Interim Audiovisual Guide - Kindergarten and Ungraded Primary. • DICTATING A STORY  Copy an experience story dictated by a child on special 1" ruled paper. The events should be related in a logical sequence. Reread his story and question the child about the order in which the events happened. Needed: Special 1" ruled paper (24" x 36"), marking pen, crayon or felt marker.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child is aware of sequence in stories and poems.

TO THE TEACHER

SUGGESTED ACTIVITIES/MATERIALS

- RECITING POEMS

Have the child recite a poem, noting if he keeps the correct sequence. If a line is out of sequence, question the child so that he notes the error and corrects it.

- TELL IT AGAIN

Read a familiar short story, tale, rhyme, or poem. Then, retell it out of sequence. Have the child tell it again in the proper sequence.

- STORY BAG

Place several pictures in the story bag of scenes from favorite stories and rhymes. Have a child pick one picture from the bag and tell the story. Note the sequence in which he tells the story. Give help if he falters.

Needed: Cloth bag with a drawstring, pictures from old story books, coloring books, and fairy tales.

- READ ME A STORY

Read a story with a very simple plot to the children. ("The Three little Pigs" would be a good choice.) After reading the story, ask, "What happened first? Then what happened? What happened next? The children may need help recalling the events in sequence. After the sequence and characters have been firmly established, the children may dramatize the story.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

- The child understands oral explanations.

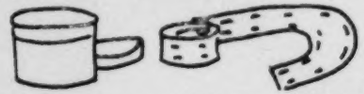
TO THE TEACHER

* * * * *

There are many opportunities throughout the day for the child to hear and comprehend oral explanations, and to make explanations of his own. This form of oral expression will take place during most class discussions, such as explanations of seatwork lessons, social studies concepts, health and safety practices, and simple science experiments. Explanations will also be necessary when planning a short walk about the neighborhood or longer field trips. Immediately following the excursion, there may be a need for further explanations.

The child must be strongly motivated to listen attentively as the teacher makes explanations. His attention will probably be held if the presentation deals with activities that stimulate his curiosity and call for personal involvement, motor as well as verbal. The enthusiasm engendered setting up an aquarium, preparing and maintaining a cage for a ham-

SUGGESTED ACTIVITIES/ MATERIALS



Variation

Show a filmstrip of a story with a simple plot. Pause between frames to ask children if they can guess what is going to happen next. This helps to establish the idea that stories have sequence; that is, something happens first, another event follows, and there is an ending.

■ Needed: Read and Tell Series - filmstrips, page 3 in An Interim Audio-visual Guide - Kindergarten and Ungraded Primary. There are other filmstrips on pages 11, 12, and 16.

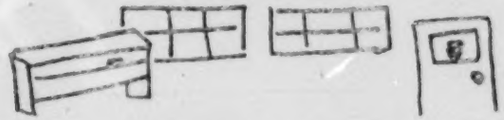
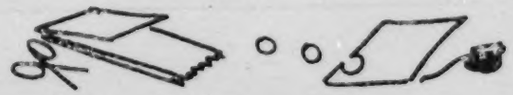
* * * * *

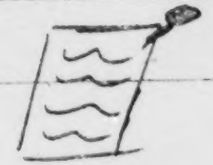
- HOW TO GET THERE

Children often carry messages to school personnel in other parts of the building. They have to be told where the person can be found and how to get there. Make explanations clear and concise for the child. Have the child repeat the explanation before he goes to deliver the message. The teacher can determine then if the child heard correctly, or if she needs to explain it again.

- ACTING OUT FINGERPLAYS

When teaching the children a new fingerplay, explain the finger movements and body actions related to the words of the verse. Note how well the child follows through after the explanation.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
AUDITORY DISCRIMINATION (cont.) The child understands oral explanations.	ster, or demonstrating a simple science experiment will almost assure sustained pupil attention and interest. As the teacher makes explanations, she should keep in mind the tasks facing the child. He must understand the meanings of words being used. He must understand the concept being presented. He must clarify and organize ideas, and integrate old and new learnings. Considering this, the teacher should make her explanations clear and concise, using a vocabulary familiar to the group. She must teach each concept at a level the child can comprehend, and whenever possible, concrete demonstrations should be used. She must help the child to see the relationship between what she is presently teaching and what he has previously learned.	• WHERE IS IT?  Have one of the children leave the classroom. Hide an object (a chalkboard eraser for example) somewhere in the room. Call the child back and explain that you have hidden the eraser in the room. Make a simple but not too obvious explanation of where the eraser can be found. The child looks for the eraser. If he finds it, he chooses another child to leave the room and then hides the eraser. Each time a child hides the eraser but the teacher explains where it can be found. • FOLDING PAPER Children need to learn how to fold paper for various seatwork activities. The teacher's explanation and demonstration of how to fold papers should be simple. Explain how to fold it in half first. The child will probably have trouble making the top and bottom edges meet, but practice should soon eliminate this. As the need arises, explain how to fold the paper in multiples of two. (Folding paper into an odd number of parts, three or five, is too difficult for most children at this level.) • HOW TO MAKE A PAPER BAG PUPPET  The directions to the teacher for making paper bag puppets are found in the Appendix, "Things to Make." Give the child the necessary materials and explain how to make the puppet. Note how well he comprehends the explanation. • SETTING UP AN AQUARIUM The children can assist the teacher in setting up an aquarium if they are given an adequate explanation of how it is done. After it has been set up, children's questions will probably lead to explanations about fish, plant life, snails, and other details.

LEARNING OBJECTIVES	 TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
AUDITORY DISCRIMINATION (cont.) The child understands oral explanations.		• WHY? WHY? WHY? Young children are generally very curious about things in their environment. They ask why does it rain? Why does it get dark? Why do the leaves fall? This is an excellent opportunity for the teacher to satisfy his curiosity and perhaps spark further questions. Her explanation should be on a level that the child understands, using words within his experience. • PLAYING A NEW GAME During the physical well-being period, teach the children many games. Explanations for the game formations and rules can be found in the Curriculum Guide for Physical Education - Kindergarten and Ungraded Primary, 1969, pages 5 and 6. The success of the game will depend partly upon the children's understanding of the explanation.
	* * * * *	* * * * *
• The child can comprehend and follow a two- or three-part oral direction.	Many opportunities for teaching the child to follow oral directions occur daily in the classroom. When he arrives at school, for example, he is directed to hang up his wraps, to come to the circle, to respond to roll call, and so on. He not only follows directions at school but also responds to directions at home. It is apparent, then, that the child does not lack opportunity to follow directions. His need is to learn to follow them more effectively.	• NOW DO IT Tell the children, "We're going to play a game called 'NOW DO IT.' I'm going to tell you two things to do. Listen, and after I get through, I'll say 'NOW DO IT.'" Say: Fold your hands; then raise your right hand. Now do it. Touch your nose; then touch your head. Now do it. Point to the ceiling, then point to the floor. Now do it.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child can comprehend and follow a two- or three-part oral direction.

TO THE TEACHER

At Level 1, the child carried out one part directions such as: Touch your nose; Stand up; Raise your hand. It is necessary that the child learn to follow one part directions before he is asked to follow two-, then three-part directions at level 2.

If a child has difficulty following oral directions, he may not have attended carefully while the directions were given, or he may be confusing the order in which things are to be done. He not only may confuse the order of his actions, but he also may tend to omit essential details.

The teacher should examine her directions to determine if the language is too complicated for the child to comprehend, or if the step by step sequence is clear and obvious. She must give continual guidance and encouragement if her children are expected to learn to follow oral directions that increase in complexity.

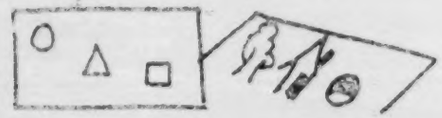
SUGGESTED ACTIVITIES/ MATERIALS

- RING THE BELL

Seat the children on the floor in a circle with a bell in the center. Give two-part directions involving the bell and call on children to follow them. The child is to return to his place in the circle after following the direction. Examples:

"Hop to the bell and ring it once."
"Walk to the bell and run around it twice."
"Skip to the bell and jump over it."
"Ring the bell once and give it to _____"
"_____, ring the bell three times, then put it back in the center."

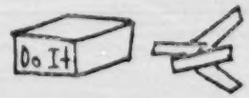
- CAN YOU FOLLOW MY DIRECTIONS?



Place three pictures or felt figures on the flannel board in a random arrangement. Ask the child to place the objects in various positions using two directions. Examples:

"Put the circle over the square; then place the triangle under the square."
"Put the tree on the right of the house; then put the ball under the tree."

- I SAY IT, YOU DO IT!



Cut ten oaktag strips (1" x 5"). Write short two-part action phrases with which children are familiar. Put the strips in the "DO IT" box. A child picks out a strip and follows the direction as read by the teacher. Example:

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
AUDITORY DISCRIMINATION (cont.) The child can comprehend and follow a two- or three-part oral direction.	FOR YOUR NOTES	"Go to the door and close it. Tap (TOM) on the shoulder; then turn around. Jump up three times, then run (skip) to the door. Hop to the window; then walk back to your chair." Needed: oaktag strips, felt marker; box (hosiery), decorated. • FOLLOWING DIRECTIONS Draw a simple line drawing on the chalkboard. Have a child follow simple directions. Example: "Draw a line from the tree to the house; then put an X on the house." (Do not pause between sentences.) Note: Some simple line drawings can be found in the Appendix, pages • CAN YOU DRAW IT? Have the child draw a simple picture by following a two-part direction. Examples: "Draw a wagon; then draw a boy pulling it." "Draw a girl; then draw a ribbon in her hair." "Draw a cake; then put five candles on it." Needed: Manila paper (8 1/2" x 11"), crayons.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
AUDITORY DISCRIMINATION (cont.) The child can comprehend and follow a two- or three-part oral direction.		• RUNNING ERRANDS Give the child directions to follow in order to carry a message to the principal or other school personnel. • SINGING GAMES Many singing games require children to follow directions. "The Farmer in the Dell," "Drop the Handkerchief," and "London Bridge" are examples of such games. ▲ Note: See the Manual for Building Pre-Reading Skills, Kit A - Language, Oral directions, page 318 and Easel Games for additional activities.
	* * * * *	* * * * *
• The child hears likenesses and differences in consonant sounds.	Though the five- of six-year-old had heard many words, he has not perceived that words are made up of individual sounds. Very few, if any, situations during the course of the day will direct his attention to the sequence of sounds in words; yet the ability to detect individual speech sounds must be developed. Auditory discrimination -- hearing likenesses and differences in sounds -- can be learned and does improve with training and maturity. Boys and girls need activities that help them think more precisely about sounds. Through games and other activities, the Level 1 child became aware of the characteristics of non-verbal sounds, such as volume, pitch, dura-	• HEARING SAME BEGINNING SOUNDS Choose nursery rhymes that have a few words beginning with the same sound. Read these rhymes to the children several times for sheer pleasure. Alliterative words in rhymes -- dickory dock, Jack and Jill, sing a song of sixpence -- are fun to say and hear. Children may join in as you recite and reread the rhymes. ▲ Note: Memorizing nursery rhymes and reciting them gives excellent practice in auditory discrimination. As the children repeat rhymes and jingles, they become conscious of similarities and differences in words.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child hears likenesses and differences in consonant sounds.

TO THE TEACHER

tion, and sequence. He also became aware of gross differences in spoken words (boy and dog, basket and biscuit) and later noted finer differences involving changes in beginning (can, pan), medial (pan, pin), and ending (pan, pat) sounds. At Level 1 the child's recognition of these finer differences in words was implied, since he was merely to note if two words sounded alike or different. At Level 2, however, the child makes even finer judgments and discriminations. He notes likenesses and differences in the sounds of consonants at the beginning or end of spoken words. He must now listen not only to detect if cat and bat sound alike, but to state how they are different. He also learns to give words, when asked, that begin (or end) with the same sound.

The teacher's rate of speech should not be too rapid when teaching games and exercises that help children detect the beginning and ending sounds of words. On the other hand, the teacher should not slow her pace so much during these exercises that she isolates the beginning or final sound from the rest of the word. She must not produce sounds or try to have children hear sounds in isolation. Children should hear sounds as parts of words, not as a series of unrelated sounds.

SUGGESTED ACTIVITIES/MATERIALS

Needed: Time for Poetry, pages 14, 23, 26; Talking Time, Brian Wildsmith's Mother Goose from the Invitations to Story Time Kit, and Building Pre-Reading Skills, Kit A - Language.

Many of the following exercises can be adapted for teaching the child to hear likenesses and differences in final consonant sounds in words.

- I HEAR IT!

Use sentences having several words that begin with the same sound. Explain that some words begin with the same sound, such as Jack, Jill; dickory, dock; and hippety, hop. Say the sentence and have a child pick out the words that begin with the same sound. For example:

I hear a church bell. It goes bing, bong.
(Bell, bing, and bong begin with the same sound.)

I hear a clock. It goes tick, tock.
(Tick and tock begin with the same sound.)

I hear a cow. It goes moo, moo.
(Moo and moo begin with the same sound.)

DO NOT USE WORDS THAT BEGIN WITH CONSONANT BLENDS.

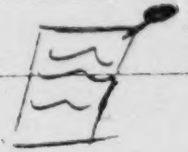
- SAY A TITLE

Many pictures have objects in them whose names begin with the same sound. Examples are a boy in a boat, a baby in a bed, a man on the moon. These pictures can be mounted and used for identifying beginning sounds that are alike. Show four of these cards at first. Give them titles -- "Daddy at the Door," "Sally (Sister) on the See-saw," "A Boy with a Bat and Ball,"

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child hears likenesses and differences in consonant sounds.



TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

"Mother Pours the Milk" -- for example. In early exercises, have a volunteer repeat the titles as he holds up the pictures. Then have him hold up the pictures and call on other children to repeat the titles. Next ask the children to pick out the title words that begin with the same sound. After the children have identified the correct words in several picture titles, lead them to discover objects in the room that begin with the same sound as those in the picture title.

■ Needed: Pictures cut from magazines, coloring books, catalogues; tagboard, paste, box.

• WHICH TWO?

Use a phrase that has two words beginning with the same sound. Ask the child to repeat the phrase slowly, then say the words that begin with the same sound as in:

a new bird nest	six little socks
a baby bed	many mothers working
the dog's dish	a fin on a fish
sitting on the sidewalk	a dear little doll

Some children may be able to make up their own phrases.

• PICTURE MATES

Give each child a card with a single object on it. Call on one child to name the object on his card and ask for his mate. His mate is the child who has a picture beginning with the same sound as his picture. The mate names both pictures as a check. Wait to see if the first child makes the correction if a child comes forward with a picture beginning with the wrong sound. If not, the teacher should have both children repeat the names of the pictures slowly, listen to the beginning sounds, then correct the error. More than one child may have a picture beginning with the same sound. If so, have each child respond in turn.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child hears likenesses and differences in consonant sounds.

TO THE TEACHER

SUGGESTED ACTIVITIES/MATERIALS

■ Needed: Small pictures of familiar objects mounted on one-half of a problem card, Ideal Consonant Picture Cards or other commercially made cards.

▲ Note: Some children have difficulty hearing beginning sounds in words. It may be necessary to explain further in some way. Example:

> "Can you say Mother? Now, say Mother very slowly like this (say it slowly without separating the sounds). We don't say Mother all at once. We begin to say it and then quickly say the rest of the word. Watch my lips as I say Mother. (If you have a mirror let the child watch his lips as he says Mother.) Now watch my lips and listen as I say man. My lips were together as I got ready to say Mother and man. Now you say Mother and man. Mother and man begin with the same sound."

Name other words that begin with the same sound as Mother. Let children suggest other words.

• SOME THE SAME -- SOME DIFFERENT

Ask children to listen carefully as you say three words, two of which begin with the same sound. A child then names the two words that begin with the same sound. Sometimes all of the words may begin with the same sound. If so, the child says the three words. Example: sun - six - red; dog - door - man; fan - fish - five. If necessary, the children may repeat each word as it is spoken by the teacher. The child can be asked to name the word that begins with the sound that is different.

Variation

Pictures may be used instead of saying the words. Show three pictures, two of which begin with the same sound. The child is to pick out the two pictures beginning with the same sound. At another time, he can pick out the one beginning with the different sound.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child hears likenesses and differences in consonant sounds.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

■ Needed: Pictures mounted on 1/2 problem card.

• SPIN A SOUND

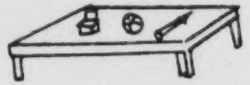
Paste eight pictures of objects beginning with different consonant sounds on a large cardboard wheel (about 20" in diameter). The child spins the pointer, names the picture it stops on, and gives a word that begins with the same sound.

Variation

Paste pictures on a chart or insert in a pocketchart. The child chooses a picture on the chart and names a word that begins with the same sound.

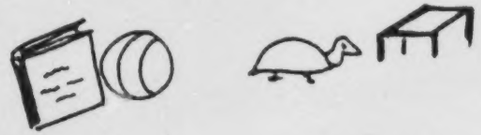
■ Needed: Cardboard circle (20" in diameter), cardboard pointer, brass head, small mounted pictures, chart, or pocketchart.

• TAKE TWO



Collect small familiar objects that begin with consonant sounds. Place three objects on a table, two of which begin with the same sound. Let a child pick out, hold up, and name the two that begin with the same sound. He can also be asked to pick out the one beginning with the different sound.

• PICK-A-PAIR



Put 12 small familiar objects in a small box or basket. (Have several pairs that begin with the same sound.) Let a child pick out 2 objects (at random) and name them. If they begin with the same sound, he says, "They begin with the same sound" and places them on the table. If they do not begin with the same sound, he says, "They don't begin with the same sound." He keeps one object and returns one to the basket. Then

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS

AUDITORY DISCRIMINATION (cont.)

The child hears likenesses and differences in consonant sounds.

* * * * *

- The child hears consonant sounds and can associate them with their written symbols.

The auditory games and exercises in which the Level 1 child participated directed his attention to the characteristics of non-verbal sounds, and to the gross and finer differences in the sounds in words. As a result of making these distinctions, the child is prepared, at Level 2, to make the discriminations needed to understand sound-symbol relationships.

the child picks another object to pair with the one he kept. If these match, he says so and calls on another child. If they do not match, he tries again.

- RIDDLE SOUNDS

Use riddles to elicit words which begin with a given consonant sound. For example, say, "I am thinking of something that begins with the same sound as DOLL. You open it to go into your house. You close it when you get inside. What is it? Remember it begins with the same sound as DOLL." *(a door)* (Repeat the statement, "I am thinking of something that begins with the same sound as before each riddle.)

It is something round with a hole in the middle. You can eat it. What is it? *(a doughnut)*

It swims in the lake. It has feathers. It says "quack - quack." What is it? *(a duck)*

It has four legs and a tail. It can bark. What is it? *(a dog)*

* * * * *

THE FOLLOWING ACTIVITIES CAN BE ADAPTED TO TEACH THE SOUND-SYMBOL (PHONEME-GRAPHEME) RELATIONSHIP OF THE SEVEN CONSONANTS B, D, F, M, N, S, AND T IN THE FINAL POSITION.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child hears consonant sounds and can associate them with their written symbols.

TO THE TEACHERS

Many children are asking questions and commenting about the printed symbols they see on signs, on TV, in the newspaper, and on labeled objects about the classroom. Such perceptual awareness of printed symbols coupled with his ability to discriminate among the sounds of words should enable the child to grasp more readily the relationship of sound and the written symbol.

The Level 2 child is made aware of likenesses and differences in sounds at the beginnings and ends of words. In addition, he is taught to associate sounds which he hears with letter names. His attention is directed to seven specific symbols: b, d, f, m, n, s, and t.

In selecting words for sound-symbol activities, the teacher should avoid words that begin and end with consonant blends, such as: bread, dress, hand, and nest.

SUGGESTED ACTIVITIES/MATERIALS

DFS/ON

- HEAR IT, SAY IT, SEE IT

Say this sentence after me:

"'Mary's mother made some muffins.' What is the girl's name? *(Mary)* Her name begins with a capital M. This is the capital M. *(Put M on the flannelboard or place alphabet card M in the pocket chart.)* Are there any children in the room whose names begin with the same sound as Mary? *(If so, let the children name them.)* Who can point to the letter with which their names begin? Can you tell me the name of that letter? *(Capital M)* Listen while I say the sentence again. *(Repeat the sentence slowly.)* What other words did you hear that begin like Mary? *(mother, made, muffins)* These words *(repeat words)* begin with a small m. *(Put m on the flannelboard or place alphabet card m in the pocket chart.)* Who can come and point to the capital M? Who can point to the small m?"

Needed: Felt letters M and m, flannelboard or alphabet card M and m and pocket card.

Follow-Up

Have children locate capital M and small m on the alphabet wall chart. Write T, R, M, D, V on the chalkboard. Have a child find capital M and draw a line under it. Write b, p, f, m, d on the chalkboard. Have a child find small m and draw a line under it.

Variations

1. *Place alphabet cards T, R, M, D, V (or other letter combinations) in pocket chart. Have a child remove the capital M, identify it by name and replace in the chart. Then place alphabet cards b, p, f, m, d in the pocket chart. Have child remove small m, name it and replace it in the chart.*

2. *Lay out capital M, F, L, K, S of the Jumbo Judy letters on the table. Let a child find the capital M, hold it up, and name it. He can also trace its shape as he names it. Follow the same procedure for small m.*

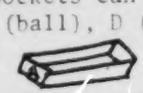
LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
AUDITORY DISCRIMINATION (cont.) The child hears consonant sounds and can associate them with their written sy symbols.	FOR YOUR NOTES	3. *Use felt or pellon letters (A, B, C, M, T and a, r, g, m, t) on the flannelboard. The child picks out the capital M and small m, identifies them, and replaces them in the proper group.*

• PUT IT IN THE POCKET #1

Use the picture cards that have been pasted on one-half of a problem card. Put the cards in a pile (a bag or a small box can be used). Let a child pick a card, say its name, and put the card in the apron pocket having the letter and the picture beginning with the same sound.

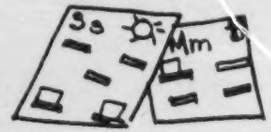
■ Needed: Picture cards, apron with several pockets (see the Appendix, "Things to Make," for directions for making the apron.

▲ Note 1: Key pictures on the apron pockets can be those found in Basic Goals in Spelling, Book 1. B (ball), D (doll), F (fish), M (man), N (nail), S (sun), T (top).



▲ Note 2: A plastic shoe bag, coffee cans, small milk cartons, or shoe boxes may be used for holding objects or pictures instead of the apron

• PUT IT IN THE POCKET #2



Print the capital and small letter form of Mm on a sheet of cream manila paper, 18" x 24". (Later capital and small forms of b, d, f, n, s, t will be used.) Draw or paste a key picture for the consonant on the sheet beside the letters. Paste five or six pickets on the chart. Have a child pick a card from a stack of picture cards. Let him name the picture, then place the card in the pocket if it begins with the sound and letter represented on that chart. If not, put the card face down on the table. Several different letter-picture charts may be made when additional letters have been introduced.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child hears consonant sounds and can associate them with their written symbols.

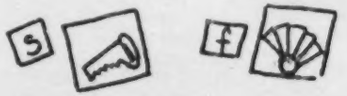
TO THE TEACHERS

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

Needed: Creamy manila paper, pictures pasted on one-half of a problem card, marking pen, craft paper for pockets, glue.

- WHO WILL BE MY PARTNER?



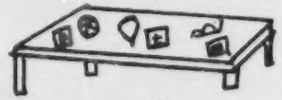
Give each child one of the alphabet cards with b, d, f, m, n, s, t, printed on them. Also let each child take a picture card from a stack. Call on one child to hold up his alphabet card, name the letter and ask, "Who will be my partner?" The child having a picture beginning with the sound that letter stands for says, "I will be your partner" and identifies his picture. The game continues when the second child holds up his letter card and asks for his partner.

Needed: Alphabet cards b, d, f, m, n, s, t; picture cards.

Variation

Have a child hold up his picture. When he asks, "Who will be my partner?" the child with the alphabet card that represents the sound at the beginning of his picture stands and says, "I will be your partner."

- WE GO TOGETHER



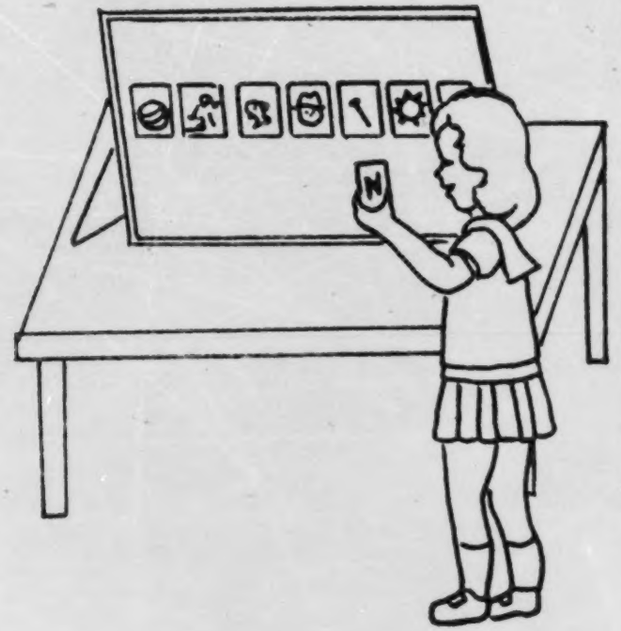
Place several objects on the table beginning with the sound represented by b, d, f, m, n, s, t. Have those letters printed on one-half of a problem card. The child picks a card and places it next to the object beginning with the sound the letter represents. He names the object and notes it begins with the _ sound.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

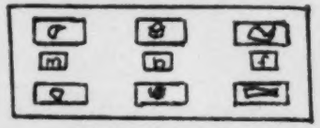
The child hears consonant sounds and can associate them with their written symbols.

TO THE TEACHERS



SUGGESTED ACTIVITIES/MATERIALS

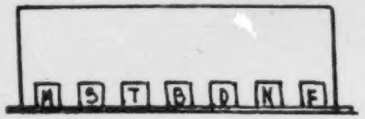
- PICK-A-PICTURE



Place six pictures of objects on the flannel board that begins with any or all of these consonants: b, d, f, m, n, s, t. Pass out the alphabet cards needed. Have children come up and place their letter by the picture that begins with the sound that letter represents.

■ Needed: Flannel board, flannel-backed pictures and alphabet cards.

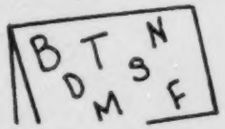
- GUESS, GUESS, WHO CAN GUESS?



Place the alphabet cards (Bb, Dd, Ff, Mm, Nn, Ss, Tt) along the chalk rail. Who can gues what I'm thinking of? It begins with the sound of this letter (hold up Bb or another card). It is round. You can bounce it. The child guesses "It is a ball." Continue holding up other letter cards and giving clues about familiar objects.

■ Needed: Letters printed on 8 1/2 x 11" paper or cardboard, marker.

- FIND THE LETTER



Print the symbols B, D, F, M, N, S, and T on a sheet of 8 1/2" by 11" paper. Clip a sheet of acetate over the paper. Say a word that begins with the sound represented by one of the symbols on the paper. Then a child finds the symbol and crosses it out. Continue the game until all the symbols have been crossed out.

■ Needed: 8 1/2" x 11" paper, 7 1/2" x 10" sheet of acetate, crayon.

Variation

Use the lower case letters and have the children circle the letters.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child hears consonant sounds and can associate them with their written symbols.

TO THE TEACHERS

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- BOWL-A-LETTER

Assemble on a table objects or pictures beginning with b, d, f, m, n, s, and t sound. Cover seven milk cartons with construction paper. Print one of the seven consonants studied (capital and small forms) on each carton. Next, leaving a six-inch space between, line up the cartons side by side. Stand a child six feet away and let him roll a ball toward the cartons. When he knocks a carton down, have him pick out a picture or object from the table that begins with the sound the carton-symbol stands for. He then chooses another child to bowl.

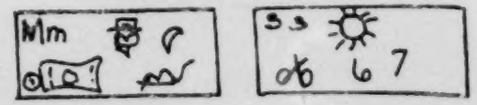
Needed: Construction paper, scissors; glue, milk cartons, felt marker, pictures, objects.

- BAG IT

Label paper bags with the beginning consonant letter(s) being studied. Let a child select a small object or picture, name it, then place it in the bag whose picture begins with the same sound.

Needed: Paper bags, marking pen, pictures, objects.

- CONSONANT CHARTS



Make a class chart for each consonant being studied. Write the capital and small letter form on the chart. Children draw, color, or cut pictures to be pasted on the chart. Pictures can be cut from magazines and newspapers or labels from boxes and cans. Individual charts may be made by each child on 8 1/2" x 11" paper.

Needed: Construction paper 18" x 24", pictures as noted in the activity, glue, scissors.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child hears consonant sounds and can associate them with their written symbols.

TO THE TEACHERS

SUGGESTED ACTIVITIES/MATERIALS

Variation

At the top of a sheet of cream manila paper, draw or paste pictures of three objects, all of whose names begin with the same sound. Space seven pockets on the bottom of the paper so that pictures on half a problem card can be placed in them. Stack twelve picture cards in a pile. Seven of the pictures should begin with the same sound as the pictures in the top part of the sheet. The child takes a card from the stack, names the object, and places it in a pocket if it begins with the sound represented on that sheet. If it doesn't he places the card face down on the tabletop and calls on someone else to take a turn.

■ Needed: Creamy manila paper, 18" x 24", pictures of objects pasted on half a problem card, pockets for the chart.

GOING TO THE GROCERY STORE

Play going to the grocery store. Pass out alphabet cards b, d, f, m, n, s, and t. Say, "I'm going to the grocery store to buy some _____." Name an object beginning with one of the sounds represented by b, d, f, m, n, s, t (beans, bananas, donuts, fish). "Put your alphabet card in my basket if what I bought begins with the sound your letter represents."

■ Needed: Alphabet cards, small basket.

Variation

Put pictures of foods that have names beginning with b, d, f, m, n, s, and t in a basket. Place the alphabet cards along the chalk rail. The child picks a card, says, "I went to the grocery store. I bought a _____. This is my letter." He picks up the right letter from the chalk rail and holds it up.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

The child hears consonant sounds and can associate them with their written symbols.

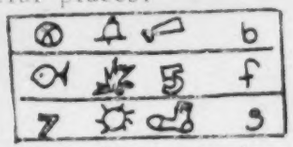
TO THE TEACHERS

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

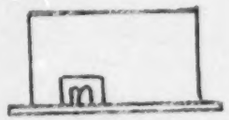
▲ Note: The game can be changed to GOING TO THE: toy store, zoo, farm, or other familiar places.

- MATCH THE SOUND



Form three rows by stretching two pieces of yarn horizontally across a flannel board, about four inches apart. Place three sets of three pictures each, one set to a row on the flannelboard. Each set of pictures should represent a different beginning consonant sound. Line up four alphabet cards (b, d, f, s, for example) along the chalk rail. Three of the alphabet cards should match the picture sets. A child points to a set of pictures, names them, picks the alphabet card that matches the beginning sound of the pictures, then places the card beside the pictures on the flannel board.

- LOOK ABOUT YOU



Place the alphabet card m on the chalk rail. Ask the children to look about the room and find objects that begin with the sound m represents. They can also name children in the room whose names begin with m.

- WHO WILL BUY MY BALLOON?

Make seven balloons (about 4 inches in diameter) of construction paper. Write one of the seven consonant letters (capital form on one side, small on the other) on the balloons with a marking pen. Glue the balloons to tongue depressors. Pass out pictures that begin with the sounds represented by the seven consonants. Let one child select a balloon and ask, "Who will buy my balloon?" The child with the picture whose beginning sound matches the consonant on the balloon says, "I will buy your balloon." If right, he then comes up to choose another balloon and the game continues.

LEARNING OBJECTIVES

AUDITORY DISCRIMINATION (cont.)

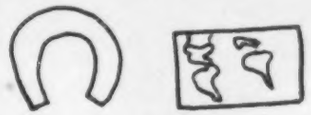
The child hears consonant sounds and can associate them with their written symbols.

TO THE TEACHERS

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

■ Needed: Construction paper, tongue depressor, glue, felt marker, pictures.

- SOMETHING TO SHARE 

  Ask the children to bring something to share that begins with the m sound.

- CAN YOU DRAW IT?

  Ask the children to draw four things that they can think of that begin with the sound of m.

LEVEL ONE: VISUAL DISCRIMINATION

LEARNING OBJECTIVES

VISUAL DISCRIMINATION

- The child perceives differences in color.

TO THE TEACHER

Of all the skills with which the teacher deals, that of visual perception and discrimination is most directly related to learning to read. The young child's eyes are the sensory channels through which meanings are aroused in response to illustrations and to printed words.

Although children may have normal visual acuity and normal intelligence, they may still experience difficulty in understanding what they see. Such understanding is a function both of the nature of the visual stimuli and the quality of the child's reactions to visual impressions. The child who has reacted only to gross distinctions among objects is not prepared to make judgments based on accurate perception of visual details such as color, size, shape, position, direction, seriation, and internal details.

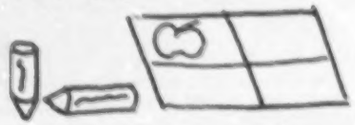
The teacher must provide games and activities for children that call attention to specific visual qualities, that give them purposes for making comparisons based on careful scrutiny of visual details, and that develop a vocabulary by which they can communicate to others ideas about what they see.

SUGGESTED ACTIVITIES/MATERIALS

For additional activities that develop visual discrimination and a vocabulary of visual terms, see the following:

Learning Time with Language Experiences for Young Children, pp. 77-101
Teacher's Edition for Easel Games
Manual for Building Pre-Reading Skills, Kit A - Language, "Scope and Sequence Chart of Skills," page 292

- INTRODUCING COLORS



▲ Note: Combine the introduction of colors and the introduction of crayons. Introduce one or two colors at a time until, after four to eight lessons, children have gradually been exposed to the eight colors (in any order) in their crayon boxes: red, blue, yellow, orange, green, purple, black, brown.

Place a large colored circle (red) on the flannelboard. Say, "Look at this ball. What color is it?" After eliciting the color name, hold up a series of red objects (a book, block, box, bead, sheet of construction paper). Ask, "What color is this book? What color is this bead?," etc. Then ask, "Can you name something that is red?" The children will probably name first the objects you have just used. Afterwards, encourage them to think of additional ones (apple, tomato, a classmate's dress or sweater).

Give each child a sheet of manila paper. Have the children fold their paper into four parts and use their red crayons to draw any four objects of their choice. If two colors have been introduced, have children draw four objects on the back of the paper using the second color of crayons.

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

The child perceives differences in color.

TO THE TEACHER

Children are strongly attracted to color: they love to use crayons and paints. While color discrimination is not essential for reading printed words, a child who does not know color names and who cannot discriminate among colors, is handicapped in picture interpretation and in completing seatwork activities.

SUGGESTED ACTIVITIES / MATERIALS

Needed: four or five objects of the same color, colored flannel (or construction paper) circles, flannelboard, 8 1/2" x 11" manila paper, crayons.

- COLOR CHARTS

Use eight sheets of white paper (or manila drawing paper), 9" x 12". Select some simple object (balloon, ball, umbrella, mitten, box) to illustrate. Reproduce the illustration on the sheets of drawing paper in eight colors: red, blue, yellow, orange, green, purple, black, and brown. Label each illustration with the appropriate color name and place the color charts where they can be viewed easily by the children.

Note: Change the charts as needed when colors become faded. Encourage children to refer to the charts during games and seatwork activities. Call attention to the fact that the words on the charts are the names of the colors, but do not teach the words.

Needed: 9" x 12" white or cream manila drawing paper, drawings cut from colored construction paper, black marking pen for labeling.

- WHICH IS DIFFERENT?

After the children have learned to recognize two or more colors, display four like objects -- three in the same color, one a different color. Say, "One of these _____ is different from all the others. Do you know which one it is?" After the children pick the object that is different, ask "What color is this _____? What color are all the other _____?" Vary the colors and the objects as you continue the activity. Teach the words same (or alike) and different.

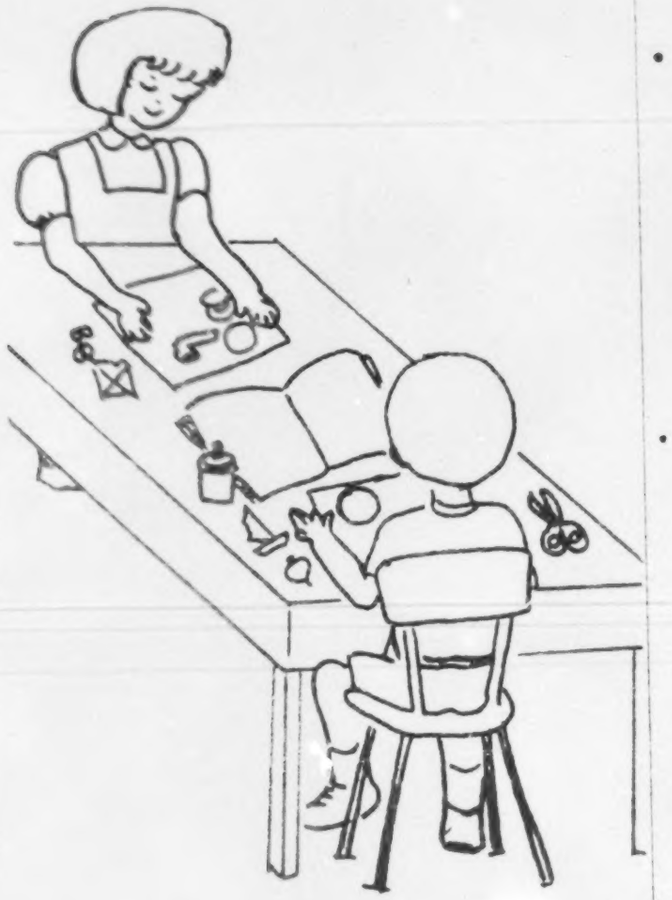
Needed: several like objects (cubical counting blocks, wooden beads, chalk), table or chalkboard ledge for display purposes.

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

The child perceives differences in color.

TO THE TEACHER

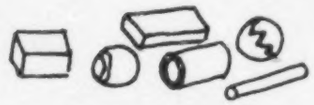


SUGGESTED ACTIVITIES/ MATERIALS

Variation

Use flannel or felt cutouts on the flannel board instead of objects.

- SORTING COLORS



Have the children work in pairs. Ask them to sort a collection of blocks, beads, marbles, pegs, etc., according to color. Another child may be appointed as checker, to give help to those who need it. Encourage children to use the words same (or alike) and different when talking about colors.

▲ Note: Once children become adept at sorting according to color they may assist the teacher in preparation or clean-up activities, e.g., sorting colored crayons, paper, felt cutouts, blocks, beads, and other classroom supplies.

- COLLECTING PICTURES

Give each child a large piece of paper on which a colored ball has been drawn (or a colored object has been pasted). Ask the child to find pictures (of matching color) from old magazines, cut them out, and paste them on the paper. Assemble and combine the children's pages into a big book for the library table.

■ Needed: several old magazines; scissors; paste; newsprint or Kraft, bogus, or cream manila drawing paper.

Variation

Have the child fold his large piece of paper into two, three, or four columns. Ask him to draw a ball of a different color at the top of each column. Tell him to paste pictures in each column that will match the colored ball at the top.

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

The child perceives differences in color.

TO THE TEACHER

FOR YOUR NOTES

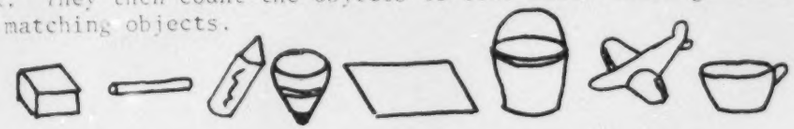
SUGGESTED ACTIVITIES/MATERIALS

- COLOR GAMES

1. Review the names of the eight colors by pointing to objects and asking the children what color each one is. Let one child be It. He asks, "What color is Joe's shirt?" The first child to answer correctly has the next turn. Whenever a child answers incorrectly, pause to give help. Try giving him a clue, by reminding him of an object of like color with which he is familiar, rather than permitting the group to tell him the correct answer.

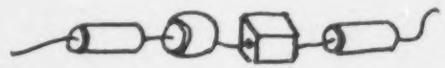
2. Describe things (visible to the group) of the same color and ask the children to guess the color. Say, "I am thinking of a color. It is the same color as Robert's pants, and Susan's socks, and Michael's shirt." If the color is blue, every item named must be blue also. The child who guesses correctly, may take the next turn.

3. Give six children a block of a different color, or a bead or crayon. Set a time limit of two minutes. Tell the children, "When I say, 'Go,' quickly pick up and place on your table everything you can find that is the same color as your block." When time is up, everyone helps to decide if a set of objects found matches the color of that child's block. They then count the objects to tell which child gathered the most matching objects.



4. Have a child who is It look around the room and select an object that all can see, but keep it a secret. He then holds up a block or bead that is the same color as his secret object. The other children guess until they name the right object. The child who guesses correctly becomes It for the next turn.

5. Select one child to be the leader. The child says, "Touch something blue," and calls the name of a classmate. The child called on may touch an object or piece of clothing anywhere in the room. Once this is done, the leader says, "Touch something red" (or any other color) and the game continues.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
VISUAL DISCRIMINATION (cont.) The child perceives differences in color.	FOR YOUR NOTES	▲ Note: Have the leader announce the color before naming a classmate, in order to encourage all the children to think about a possible solution. *Variation* *Combine discrimination of size and shape with color by saying, "Touch something small and blue" (block, peg). Also test ability to classify by saying, "Touch something yellow that you can wear" (dress, jacket) or "Touch something blue that you play with" (ball, block).* 6. The leader says, "All who are wearing something blue may stand up" or "All who are wearing something yellow may jump up and down." Those wearing other colors are told to run, hop, skip, stoop, clap, etc. The game may begin with the children seated in a circle or at their tables. ▲ Note: Most children will be wearing more than one color and, thus, will have an opportunity to participate in the fun several times. • STRINGING BEADS  See Appendix for suggested bead color designs that develop visual discrimination. • USING PEGS AND PEGBOARD See Appendix for suggested pegboard designs that develop visual discrimination of colors.

LEARNING OBJECTIVES

TO THE TEACHER

SUGGESTED ACTIVITIES/MATERIALS

VISUAL DISCRIMINATION (cont.)

The child perceives differences in color.

- The child perceives differences in size.

Size and size relationships are more difficult for young children to perceive and understand than color or shape. A major problem is that all size is relative. General terms like big and little, which children learn at a very early age, must constantly be redefined into bigger, smaller, middle-sized, biggest, smallest as children encounter larger and larger objects and people.

- BUILDING BLOCK DESIGNS

See Appendix for suggested block designs that develop visual discrimination of colors.

- COLOR SHAPES

Needed: pairs of flannel (or felt) geometric shapes (each pair the same color and size), flannelboard.

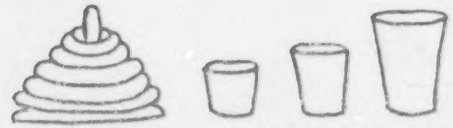
Keep for yourself one of each pair of colored shapes, and pass out the others to the children. Name the shapes (e.g., a red square, a yellow triangle) as you place them, one at a time, on the flannelboard. The child who has the matching color and shape places his cutout on the flannelboard next to the teacher's.

Variation

Place a yellow triangle on the flannelboard. After a child has matched it, ask, "Who has a different shape that is yellow?" Children who have a yellow circle, square, diamond, or rectangle place their cutouts on the flannelboard, telling the name of the color and the shape.

- SORTING FUN

Place a mixture of three sizes of an object in a box. Have a child sort the objects into three containers according to small, medium-sized, and large. Children use the size names to describe each of the three groups when they finish sorting.

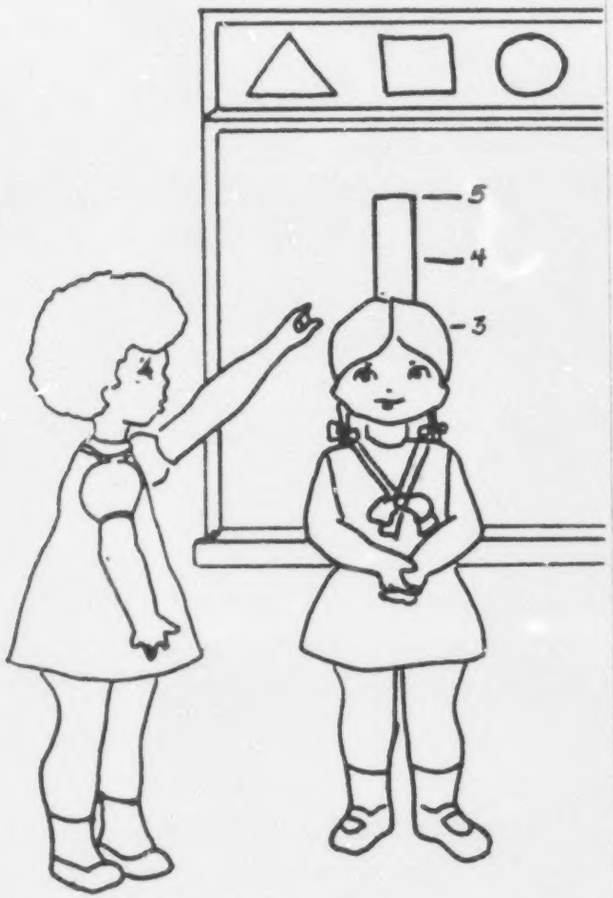
LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
VISUAL DISCRIMINATION (cont.) The child perceives differences in size.	In addition to overall size differences, the child experiences linear size differences (long - short, tall - short) and volumetric size differences (full, half-full, more, less) in and out of school. He needs assistance not only in refining his perception of size differences, but also in developing a vocabulary for describing and thinking about these differences. Many of the child's pre-reading experiences will necessitate careful observation of size relationships, e.g., using the relative height of story characters to decide which child is older, using the size of animals to decide which are adults and which are babies, thinking about pictures drawn in perspective and using size to determine whether things are near or distant. Later, the child's perception of letter size will help to distinguish capital from small letters in formal reading and writing activities.	■ Needed: several boxes containing assorted sizes of objects, e.g., buttons, dried beans and peas, bolts, nuts, washers, beads, sets of three plastic or paper cups. • STACKING  Use bowls, pots, papercups, building blocks, color discs, nesting cubes, or cardboard boxes in graduated sizes. Have a child stack several of one kind of object according to size, with the largest one at the bottom. Teach the terms largest, larger, large, smallest, smaller, and small. *Variations* 1. *Spread out on a table three to five sizes of the same object. Have a child arrange the objects in a row according to size, from smallest to largest. After he has placed them in a row, let him stack the objects to check his arrangement.* 2. *Place three of the five sizes of an object in a row on the table, in a graduated arrangement. Place the two remaining objects beneath this row. Ask a child to look at the two objects and decide where they should go when placed in the row with the other three. Have him stack the objects to check his solution.* • USING TINKERTOYS Give a group of children four to six Tinkertoy wheels and the same number of Tinkertoy rods, of varying lengths. Ask the children to arrange the rods according to their length (when turned horizontally). Teach the terms long, longer, short, shorter.

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

The child perceives differences in size.

TO THE TEACHERS



SUGGESTED ACTIVITIES/MATERIALS

Now, have the children place each rod in a wheel, stand it upright on its base, and arrange the rods in a row according to their height (when standing vertically). Teach the terms tall, taller, short, shorter.

Needed: Tinkertoy rods and wheels.

MEASURING HEIGHT

Discuss the terms tall, short, and height with the children. Have two children stand before the class. Ask, "Are John and Janet the same height?" If the correct answer is "No," say, "Which one is taller? Which one is shorter?" Once children become experienced at comparing the height of two persons, have three children stand before the class. Encourage the children to use the terms tall, short, and medium-sized as they compare and describe the three.

Variation

Place a horizontal line or a strip of tape across the chalkboard, about forty inches from the floor. Have a child stand before the chalkboard and let the class decide if he is shorter or taller that the marker.

Note: If the marker is left in place, children can measure their height whenever they wish. They can also note any changes in their height during the school year.

MEASURING LENGTH

Explain that we can use a yardstick to measure how long things are. Place the yardstick along the edge of your desk. Let the children decide if the desk is longer or shorter than the yardstick. Move about the room letting the boys and girls compare the length of the yardstick with that of a tabletop, window ledge, flannelboard, chart, sand table, bookshelf, etc. *Encourage the children to use the terms longer and shorter as they talk about the measurements.*

VISUAL DISCRIMINATION (cont.)

The child perceives differences in size

TO THE TEACHER

USE YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

▲ Note: Later, children can be told that the yardstick is three feet long and can begin to use expressions such as "longer than three feet" or "shorter than three feet."

Variation

Give each child a 12" ruler and have the group compare the length of the ruler with the length of smaller objects, e.g., books, chair seats, table tops, crayon boxes, crayon, blocks, drinking straws.

▲ Note: Teach children to measure height in a separate lesson. Be sure that the object being compared is upright, rather than lying flat, in order to avoid confusion over the meaning of height and length.

• SIZE SHOE

■ *Needed: game cards, 5" x 5", made of bogus paper; several sheets of only one color of construction paper (red, blue, or yellow); paste; scissors; cardboard patterns, small and large, of each geometric shape.*

Using a cardboard pattern, outline three of every shape (square, triangle, circle, rectangle, diamond) on sheets of the colored construction paper. Cut out the colored geometric shapes and paste one each on a 5" x 5" square of bogus paper. When you finish you should have three like game cards of every shape, in both large and small sizes.

Keep one card of each shape and size for yourself. Distribute all the other cards among the children. If there are enough cards to go around, give each child two cards. Mix up your stack of cards and turn them face down on the desk. Explain to the children that when you hold up your card they must look at it carefully. Any child who has a matching card with the same shape and size must hold up his card. *There should be two matching cards held up each time.*

LEARNING OBJECTIVES

The child perceives differences in size.

TO THE TEACHERS

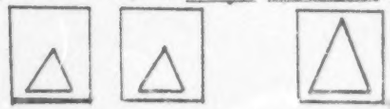
FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

▲ Note: Hold up two or three cards for a practice run until the children get the idea. Then reshuffle your cards and begin the activity. As you hold up a card say, "A small triangle" or "A large circle." Later, as children become more skillful in discrimination, say only "A triangle" or "A circle," or merely hold up the card. Be sure all children can see your cards.

Variations

1. *Have children hold up cards that are the opposite in size. For example, if you hold up a large triangle, the children hold up small triangles.*



2. *Use two colors of construction paper and place geometric shapes on both sides of the game card. Be sure to paste the same shape in a different color and in the opposite size on the back. For example: Paste a large red circle on the back of a card with a small yellow circle. Now children get several chances to respond as they play both sides of the game cards.*

▲ Note: You may have children match your card in size and color, or match your card in size only, e.g., all small circles regardless of color.

• FOLLOWING DIRECTIONS

Give each child a sheet of manila paper, 8 1/2" x 11". Have the children fold their paper into four parts. Ask them to draw one small and one large size of an object in each section. (Assist the children by helping them name a few familiar objects before they begin to draw, and by drawing a sample paper with one section completed, on the chalkboard.)

■ Needed: manila paper, 8 1/2" x 11"; colored crayons.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
VISUAL DISCRIMINATION (cont.) The child perceives differences in size.	FOR YOUR NOTES	*Variations* 1. *Ask children to draw four things that are larger (or smaller) than they. Suggest one or two objects to get the group started.* 2. *Give each child a ditto sheet divided into four sections, with an object drawn on the left side of each section. Ask the children to draw a larger (or smaller, longer, taller) object like the one that they see.* ▲ Note: Keep the drawings simple so that children have little difficulty duplicating them. Always have the class name the objects on the ditto sheets before the children begin their work. ■ Needed: ditto sheets with simple line drawings of objects; colored crayons.
190		• MEASURING VOLUME Using sand or rice (or water, if provision can be made for probable spillage), have children pour the contents from a pitcher into different sizes of paper cups, milk cartons, bottles, or jars. Ask children to decide which container holds more. Encourage children to use the terms more and less as they describe and compare. Also give them the opportunity to note the differences in volume among full, almost full, half-full, and almost empty containers. ▲ Note: During snack-time or occasional parties, children might observe and/or assist in the apportioning of treats. ■ Needed: Sand, rice (or water); pitcher; assorted sizes of paper cups, milk cartons, bottles, or jars.
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LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

- The child is aware of details in objects and pictures.

TO THE TEACHER

Accurate perception of printed words requires highly developed visual discrimination. Level 1 children, who must prepare for learning to read, should be trained to observe and think about small differences in the way things look -- variations in size, color, shape, arrangement, and internal details.

The ability to make fine visual discriminations cannot be minimized when one considers the visual accuracy needed to inspect and identify printed words. Only twenty-six letters, some looking very much alike (h, b, d; m, n, r), are used in varying arrangements to produce the thousands of words in books.

The teacher must involve Level 1 children in the kinds of visual experiences that cause them to develop the habit of careful scrutiny of details, that lead them to make comparisons and note differences in visual impressions, and that test their powers of observation and memory. The use of real life people and objects, as well as pictures and drawings, is recommended.

SUGGESTED ACTIVITIES/MATERIALS

The first two activities are intended to provide practice in noting gross similarities and differences in familiar objects and persons before looking more closely at details in pictures and drawings.

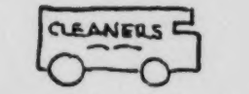
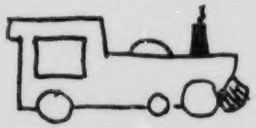
- ARE THEY ALIKE?

Collect three each of various classroom objects to review the concepts of alike and different. At first, show only two objects that are identical in every aspect, e.g., two crayons, two unsharpened pencils, two books, two small chairs, two sheets of paper, two crayon boxes, or two cubical blocks. Have children name the two objects and tell something about them, such as color, shape, or how used. Ask, "Are these two _____ alike?" Now add a third object, different in one aspect only, such as a different color of crayon or chalk, a sharpened pencil, or a larger chair or sheet of paper. Ask, "Are these three _____ alike?" Elicit the response, "No, one is different," and have children tell how the third object is different.

■ Needed: familiar classroom objects in groups of three (two alike and one different), display table.

- ALIKE AND DIFFERENT

Select two children who are wearing sweaters to come stand before the group. Have their classmates tell how the sweaters are alike and how they are different. Use any two articles, such as dresses, shirts, pairs of pants or shoes, as a starting point for this activity. Encourage children to note likenesses and differences in *color, fastenings, sleeve length, neckline, general style, design,* and *fabric.*

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
VISUAL DISCRIMINATION (cont.) The child is aware of details in objects and pictures.	FOR YOUR NOTES	*Variations* 1. *When children become more adept at observing and thinking about differences in the way things look, select two children to come stand before the group, but give the class no clues as to how they are alike and different. Ask children to state ways they are alike and different, e.g., "They are girls" or "One is a boy and one is a girl," or "They both have on sweaters and brown shoes. Harry's sweater is blue," or "James is taller than Marvin."* 2.   *Show children a toy truck and a train engine (or passenger car), a toy automobile and a bus, a beet and a turnip, an orange and a grapefruit, a carrot and a radish. Have children look at a given pair and tell how they are alike and different. For example: Both the automobile and the bus have wheels, windows, seats, and a steering wheel. The bus is larger than the automobile, and carries more passengers.* ■ Needed: pairs of objects, fruits, and vegetables that are alike in some way, though different. • COLOR COPYING Draw a rectangle on the chalkboard and divide it lengthwise into two sections. Then draw three large balls (or cars, boats, wagons, balloons) in the top section. Color each ball a different color. Have the children tell how the drawings are alike and how they are different. Give each child a sheet of paper, 8 1/2" x 11", and have him fold it in half lengthwise. Ask the children to draw three large balls in the top half of their papers, and color the balls exactly like yours.

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

The child is aware of details in objects and pictures.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

Draw three additional rows of three objects each. Color each object in a group a different color. Have the children to tell how the objects in each row are alike and different. Then ask the children to duplicate each row of drawings on their papers. They will need to use both sides of their papers to complete the exercise.

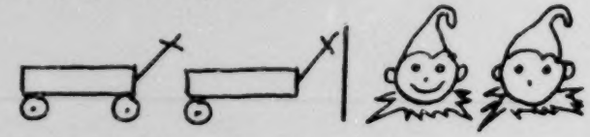
▲ Note: See the Appendix for samples of simple line drawings.

■ Needed: chalkboard and colored chalk; manila paper, 8 1/2" x 11"; crayons.

Variation

Develop children's ability to note finer differences in the drawings by keeping the objects in a row the same in color while adding some detail that is different. For example: a different color stripe on each ball, a different shape for one balloon, a different size for one wagon. Have children to tell how the objects in each row are alike, but do not call attention (beyond the first row) to how they are different. (Their drawings should indicate their ability to detect differences.) Say, "Make your drawings look exactly like mine." Have children discuss their seatwork papers when the activity is completed.

• FINISH IT!



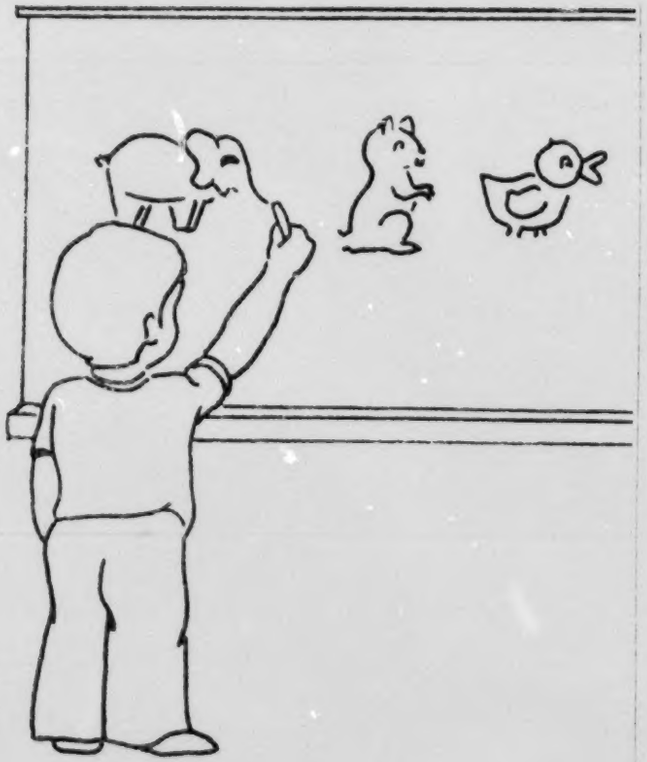
Draw two wagons on the chalkboard. Leave the second wagon incomplete in some way, e.g., a missing wheel or tongue. Say, *"Here are two wagons. Something is missing on this one."* (Point to the second drawing.) *"Who can find the missing part?"* The child who guesses correctly is invited to the chalkboard to draw the part and finish the picture. Use other chalkboard drawings, such as: balloons (a string missing), sailboats (a sail missing), rabbits or cats (a tail missing), tables or chairs (a leg missing), teacups (a handle missing), boys or girls (an arm or hand missing).

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

The child is aware of details in objects and pictures.

TO THE TEACHERS



SUGGESTED ACTIVITIES/MATERIALS

▲ Note: Let the missing part be something that is large and rather obvious in the first drawings. The missing parts can become smaller and much less obvious as the children improve in visual skills.

■ Needed: simple line drawings, chalkboard, chalk.

Variations

1. *Instead of using the chalkboard, duplicate the drawings on ditto sheets. Have the children find the missing parts and complete the drawings.*

   . . Note: As a step-up in difficulty, omit the finished drawing in each section. This gives the children no pictured clue of the missing part and tests both discrimination and memory.

2. *After a unit on zoo animals (or wild animals, farm animals) and a field trip to the zoo, have children complete drawings in which some characteristic of an animal is missing, e.g., elephant's trunk, squirrel's tail, duck's bill or webbed foot, pig's snout.*

• CHANGING SCENES

Using felt or velour cutouts, create a scene (rural, urban, indoor, outdoor) on the flannel board. Have the children name and discuss all the objects, animals, and persons in the scene. To fix the scene in their minds, ask questions such as, "Is there a tree in the yard? Where is the ball? How many children do you see? Is the dog near the ball or near the wagon?" Ask the children to close their eyes. Change the position of objects, remove an object, or add an object. Have the children open their eyes and guess what changes have been made in the scene.

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

The child is aware of details in objects and pictures.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES / MATERIALS

■ Needed: teacher-made and/or commercial cutouts of felt or velour, flannelboard.

• DETECTIVES ALL

■ Needed: a large tray; a number of familiar classroom objects (pencil, block, crayon, coin, paint brush, marble, bead, jack, small toy, piece of string); a scarf or towel to cover the tray.

Place five to ten small familiar classroom objects on a tray. Let the children examine the items on the tray, naming each one and telling how it is used. Cover the tray. Have the children recall the items one by one. Uncover the tray and check to see if all items have been named.

▲ Note: As an aid to recall, you might have the children to count the items before covering the tray.

Variation

Have children close their eyes. Remove, or add, an item to the covered tray. Uncover the tray and have children guess what is missing or added. Once in a while, only pretend to make a change and add to the fun. The child who guesses correctly gets a chance to remove or add an item.

• I SAW

Display a large picture with detail and/or action. Discuss the picture and have the children name and describe the people, objects, and activity. Call attention to variety in color, facial expressions, the positions of objects and people, where the scene occurs, and the season of the year.

Cover the picture, or turn it face down. Have the children name and describe as many items from the picture as they can. Then, let them look at the picture again to see what they did not recall.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
VISUAL DISCRIMINATION (cont.) The child is aware of details in objects and pictures.	FOR YOUR NOTES	■ Needed: large pictures, preferably in color (although large, clear, detailed black and white photographs are also useful); easel for display. Use the large pictures from Building Pre-Reading Skills, A-Language for this activity.

LEVEL TWO: VISUAL DISCRIMINATION

The child maintains Level 1 skills.

LEARNING OBJECTIVES

VISUAL DISCRIMINATION

- The child detects differences in direction and position.

TO THE TEACHER

Some children have developed the habit of careful observation and scrutiny of details, while others react only to gross visual differences between objects. The Level 1 child learned to make more accurate discrimination of size, color, and shape. Games and exercises calling attention to these specific visual details gave the child a purpose for careful comparison and identification. In Level 2 the child learns to discriminate visual details of position and place.

The Level 2 child learns that objects can be placed in different positions -- left, right, up (top), down (bottom) -- within his visual field. Later, he uses this knowledge when noting that some letters look alike except for their orientation or the way they are turned. The letter u looks like the letter n except the former is inverted (upside down). A b looks like d, and p looks like q except for the position of the half circle in relation to the vertical line.

The right and left positions in the visual field are often a source of confusion for children. There are many games, songs, and exercises which can be used to teach left and right. These activities provide a motive for distinguishing the right from the left hand,

SUGGESTED ACTIVITIES/MATERIALS

- IDENTIFYING LEFT AND RIGHT

Duplicate a child's left and right hands on a sheet of 8 1/2" x 11" paper. Give each child in the group a sheet, making sure it is positioned correctly on his table. Tape a sheet on a posterboard and place it on an easel. Have a child come to the easel and place his left hand on the paper-pattern left hand. Check it. Have the group place their left hands on their paper-pattern left hands. Quickly check. Have another child come up and place his right hand on the paper-pattern right hand. Have the group place their right hands on the paper pattern hands. Check. Then remove both hands. Continue to give hand placement commands, without easel demonstrations.

Variation

Have a child come to the easel, place his hand on one of the patterns, and call on someone to name the hand he placed on the pattern. If the second child names the hand, he takes a turn at placing the hand.

- SHOW ME RIGHT OR LEFT

Say: I want to see if you know left and right. Listen and I'll tell you something about some children. Then you can show me something about them. Listen.

Jack throws the ball with his right hand. Show me which hand he uses by holding up your right hand.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
VISUAL DISCRIMINATION (cont.) The child detects differences in direction and position.	and right and left as indications of direction or position.	Bill kicks a football with his left foot. Show me which foot he uses. Mary paints with her left hand. Show me which hand Mary paints with. Mother holds a fork in her right hand. Show me which hand mother uses. Alice skinned her right knee. Show me which knee Alice skinned. Tom holds the bat on his right shoulder. Show me which shoulder Tom holds his bat on. • SIMON SAYS Games such as "Simon Says" can be adapted to teach left and right. Children stand in a line or row. (Avoid the circle formation until the children's sense of left and right is firmly established.) The children carry out directions given by the leader if he says "Simon says." If the leader does not say the words "Simon says," they do nothing. Anyone who follows directions not preceded by "Simon says" is out of the game. Following are examples of directions: Simon says, "Hold up your right hand." Put your right hand down. (action not carried out) Simon says, "Touch your left foot." Simon says, "Put your left hand on your head." • SIMPLE DANCES Simple dances such as The Bunny Hop, Jennie Crack Corn, and Looby Loo are very often used to teach left and right. When teaching these dances, use a line formation rather than a circle. Confusion arises in the circular formation because the children across the circle appear to be using the wrong hand and foot.

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

The child detects differences in direction and position.

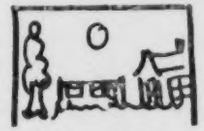
TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

▲ Note: The music for Looby Loo is on page of the Manual for Building Pre-Reading Skills, Kit A - Language. Additional suggestions for teaching left and right are found on pages 54 and 244 of that manual.

- PICTURE AIDS



Use a picture from your picture file. (See Level 1, ORAL LANGUAGE, page 22.) Show the picture to the children. Establish the midpoint of the picture. Have them tell what is on the left side of the picture midpoint, and what is on the right side of the picture.

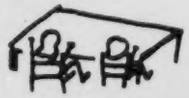
■ Needed: Pictures from your file, magazines, or catalogues.

Variation

Use the pictures from the See-Quees or other sets of pictures that tell a story. Place the pictures on a table for small group use or along the chalkrail for a larger group. Be sure to arrange the pictures in left to right sequential order. Ask a child to point to the starting place on the left and then tell the story.

■ Needed: See-Quees, other sequence cards or pictures from old workbooks.

- WHO'S TO THE LEFT (RIGHT) OF ME?

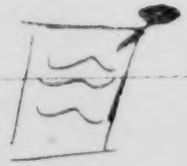


Call on several children and have them name the classmates seated to their left and to their right. Have other children name some objects to the left and right of themselves in the room. Later, name different objects in the room and call on children to tell if the objects are to the left or right of themselves.

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

The child detects differences in direction and position.



TO THE TEACHER

SUGGESTED ACTIVITIES/MATERIALS

- WHAT'S TO THE LEFT OF YOU?

While one child stands at a designated spot in the room, have a second child stand behind him, facing in the same direction. The second child names three objects to the left, then to the right, of the first child.

Variation

Have the first child turn around so that he faces the second child. Now, let the second one name objects to the left, then to the right of the first child.

- LET'S FACE IT

Have each child point to his nose. Explain that the nose is in the middle of the face. Everything to the left of the nose is on the left side of the face, and everything to the right of the nose is on the right side of the face. Give directions such as: Touch your left ear. Point to your left eye. Touch your left cheek. (Repeat, saying "right" instead of "left.")

- LEFT SIDE, RIGHT SIDE

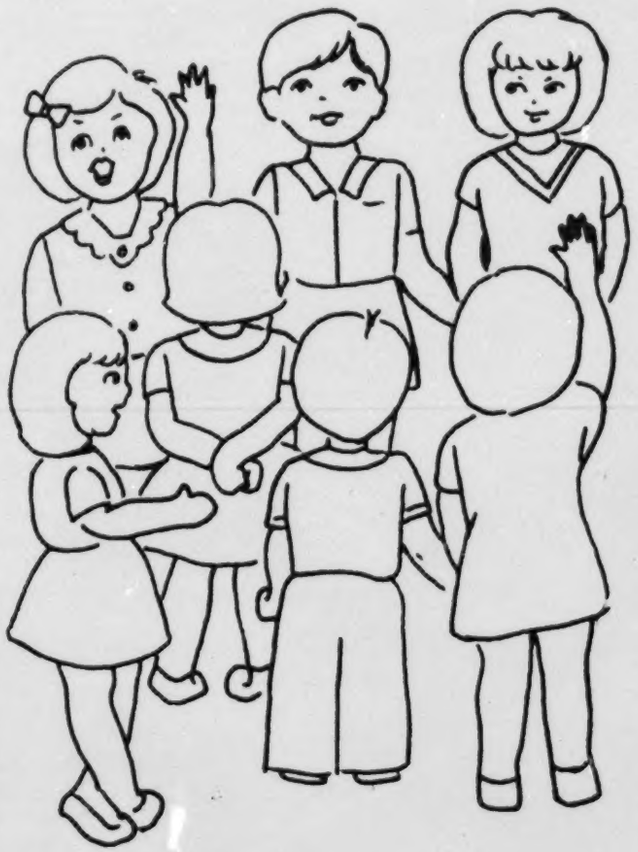
Draw a shape of a clown without facial features, hands, or legs. Make facial features, hands, and shoes. (See illustration to the left.) Explain that the clown is unhappy because he has no eyes, no ears, no hands, and so on. If he gets these things he will smile. The children are to place the features on the clown as you name them. Start by saying, "I'll put the nose in the center of his face. Come and put on his right eye. Who can place his left eye?" Continue until the clown is completely assembled.

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

The child detects differences in direction and position.

TO THE TEACHER



SUGGESTED ACTIVITIES/MATERIALS

• WHICH HAND? LEFT OR RIGHT?

Give a child a small object to conceal in one of his clenched fists. Then, while standing before the group, facing in the same direction the group is facing, he says:

"Left or right?
Which will it be?
Take one guess.
I'll let you see."

OR

"Left or right?
Name the hand.
And in my place
You can stand."

The child selects someone to guess whether the object is in the left or right hand. Then he opens the hand holding the object. The group decides whether the guesser was right or wrong. If the child guessed right, he takes a turn concealing the object. If he is wrong, the leader takes another turn.

■ Needed: A small object (a marble, a peg, or a bead).

Variations

1. *Have the leader face the group with his hands behind him before he says, "Left or right." Continue the game.*
2. *Have the group form a circle. The leader stands in the center of the circle and calls for a guess.*
3. *Find pictures of people holding objects in one hand. Children tell in which hand the object is held.*

▲ Note: The children should not use the variations until they have the left and right concept well established.

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

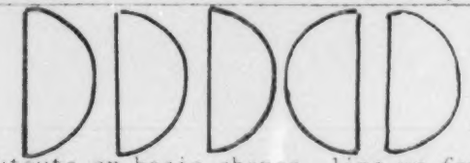
The child detects differences in direction and position.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- WHICH WAY?



Using felt cutouts or basic shapes, line up four figures in a row, three of which face in the same direction (left or right). Have the child place a string or strip of felt under the picture facing in a different direction. Also have him tell which direction it is facing (left or right). Sometimes, ask to have felt strips placed under the three cutouts facing in the same direction.

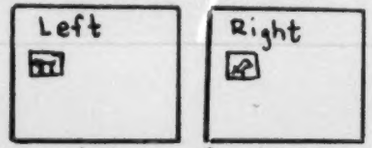
■ Needed: Felt cutouts or shapes, flannel board.

Variation

Make simple line drawings on the chalkboard, instead of using felt shapes. Have a child draw a line under or put an X on the cutout facing in a different (the same) direction.

▲ Note: Simple line drawings are found in the APPENDIX.

- LEFT AND RIGHT POSTERS



Ask children to cut from magazines pictures of animals, some of which are looking to the right and others, to the left. Paste these on the posters labeled LEFT and RIGHT.

■ Needed: Pictures, paste, bulletin board or poster board.

- WALK TO THE RIGHT

As the children go down the hall or the stairs for recess, for toileting, or to go home, remind them to walk on the right hand side of the hall or stairwell.

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

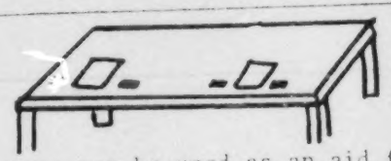
The child detects differences in direction and position.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- WHICH IS IT?



Green and red tape can be used as an aid for teaching left and right. Place a 2" x 3" strip of green tape on the table edge on the child's left side and a 2" x 3" strip of red tape on his right side. Place the strips about twelve inches apart. When the child has seatwork on which he is to start on the left and move toward the right, he used the tapes as a cue. That is, he starts on the side with the green tape (identified as his left side), and works toward the red tape on the right side, stopping. He then goes back to the side with the green tape and starts again. Remove the tapes from the table as soon as the child has no further need of them.

■ Needed: Red and green tape.

▲ Note: The red and green light signal concept can be related to this activity.

Variation

Give each child two pieces of paper. Tell him to trace around the fingers and thumb of his left hand; then on the other sheet of paper do the same for the right hand. Some children may need the assistance of a classmate for tracing the dominant hand. Place the drawing of the left hand in the upper left-hand corner of his table space, the right hand drawing in the upper right-hand space. In these positions, the drawings can be used as reminders of left and right.

- COLOR CLUES

To help the child remember left and right: green and red ribbon or construction paper, Kraft and bogus paper, colored red and green, can be used as color cues. Cut the paper into 1-inch strips, long enough to make an

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS

VISUAL DISCRIMINATION (cont.)

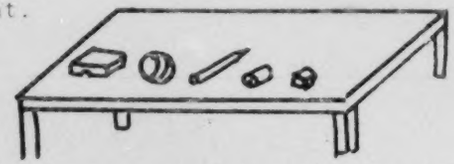
The child detects differences in direction and position.

FOR YOUR NOTES

arm or ankle band when clipped together. Put the green on the left wrist and the red one on the right wrist (ankle) of the children who need this reminder.

▲ Note: These color clues can be used when playing games involving left and right.

- ALL IN A ROW I



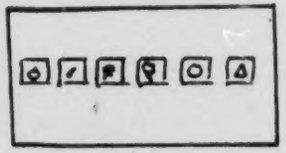
Put five or six small objects or pictures in a row on a table. The child names the objects from left to right. He then rearranges the objects and calls on another child to name them from left to right.

■ Needed: Five or six small objects or pictures.

Variation

A child can place the objects in the sections of an egg carton, starting on the left as he names them.

- ALL IN A ROW II



Place several pictures in a row from left to right on a flannel board. Ask a child to name the pictures. (Be sure the child names them from left to right. It may be necessary to sweep the hand under the pictures to illustrate left-to-right progression.) Then ask, "On which side of the flannel board is the first picture?" (left) "On which side is the last picture?" (right) Rearrange the pictures and call on another child.

Variations

1. *Have five children stand in the front of the group in a row. Call on a child to name the children beginning at the left end of the row and moving to the right.*

LEARNING OBJECTIVES

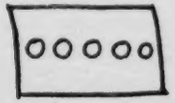
VISUAL DISCRIMINATION (cont.)

- The child detects differences in direction and position.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS



2. *Pass out individual chalkboards to the group. Direct the children to start on the left and draw a row of five circles on their chalkboards. Stand where you can check each child's work to see if he made his row beginning at the left. Ask a child or two on which side they started. Have them count their circles.*

3. *Direct the children to draw two rows of circles on their chalkboards, starting on the left. Check to see if the children start each row on the left and work to the right. Ask, "On which side of the chalkboard did you begin to make each row of circles?" (left)*

■ Needed: Individual chalkboards, chalk, eraser. Directions for individual chalkboards can be found in the APPENDIX, "Things to Make."

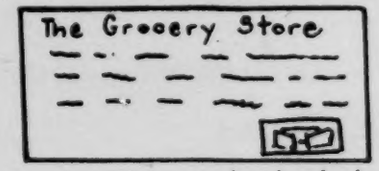
- READ-A-PICTURE

Cut out pictures and paste each one on a card. Line up five pictures in a row. Let a child read the pictures to another child or to the class, starting on the left.

■ Needed: Pictures from magazines, catalogues, or newspapers; paste, cards.

▲ Note: Use pictures of: objects, pictures that tell a story, simple comic book pictures. You may need to put an X under the picture on the left.

- EXPERIENCE CHARTS



Left to right movements should be emphasized when reading experience stories to the children. By directing attention to the starting point on the left, and sweeping the hand from left to right under the phrases

LEARNING OBJECTIVES

TO THE TEACHER

SUGGESTED ACTIVITIES/MATERIALS

VISUAL DISCRIMINATION (cont.)

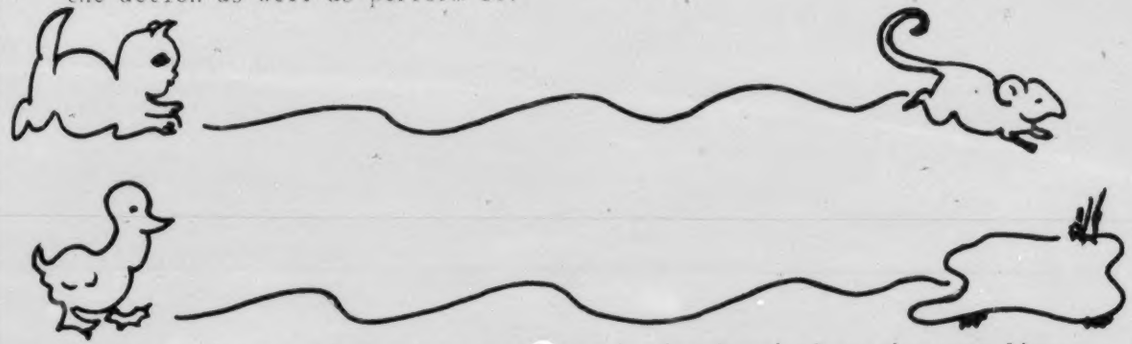
The child detects differences in direction and position.

FOR YOUR NOTES

as she reads them, the teacher strengthens the concept of left to right movement. Additional stress can be given when writing on the blackboard. Attention should be called to the fact that the writing is being made from left to right. Children can also be taught to erase a word (his name for example) at its beginning (on the left) and move toward the right.

- LET'S TRACE A LINE

Give the children activities at the flannel board at the chalkboard, or on seatwork papers, having them trace lines from the left to the right side. Use pictures similar to those below. Let the children talk about the action as well as perform it.



Exercises for teaching return sweep can be developed along the same lines as LET'S TRACE A LINE.

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

The child detects differences in direction and position.

TO THE TEACHER

The Level 2 child is learning to detect the position of objects in relation to himself, and in relation to each other. As he describes what he sees, the child uses words that tell where an object is located in space, such as "on the right side of me," "behind me," "on the table," "in the drawer," "under the chair," "at the top," or "down at the bottom."

SUGGESTED ACTIVITIES/MATERIALS

- READ AND SHOW

Sometimes when you read to the class, show them that you begin at the left and move to the right as you read. Avoid pointing to individual words, but sweep the finger slowly but smoothly across the page.

- CALENDAR ACTIVITIES

SEPTEMBER 1970						
SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

The class usually has a calendar activity every morning. This discussion should help children become aware of left-to-right movement across the line and return sweep to the next line. Sweep your hand along the row, as you have the children name the days of the week or when counting out the dates.

▲ Note: The child participates in many activities that require him to see the position of objects in relation to himself, and also in relation to each other. He needs to know these positions: *top - bottom; up - down; forward - backward; in front of - in back of (behind); beside (next to, to the side of); on; above - below; over - under; before - after; middle (in between, center); upper - lower; high - low.*

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

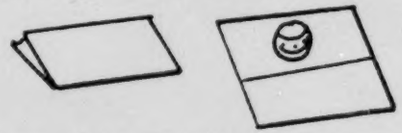
The child detects differences in direction and position.

TO THE TEACHER

The activities in the classroom should enable the child to identify space relationships, first with the relationship of his body to things about him, then with the relationship of objects to other objects. The child must understand that the terms he uses to describe objects in space refer to the relationship between objects, not to a single object.

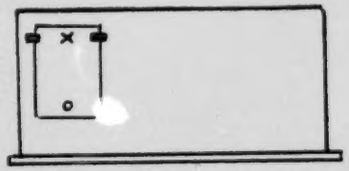
SUGGESTED ACTIVITIES/MATERIALS

- TOP AND BOTTOM I



Give each child a sheet of newsprint or drawing paper. Hold up a similar sheet and demonstrate as you give directions, such as: "Fold the top of the paper (point to it) and the bottom of the paper (point to it) together." (Demonstrate.) "Use your thumb to crease the fold flat." (Demonstrate.) "Open the paper." (Demonstrate.) "The crease makes two parts on your paper: a top part (point) and a bottom part." (Point.) "Draw a red ball in the top part. You may draw whatever you like in the bottom part." (Many seatwork lessons call for a knowledge of the top and bottom parts of papers.)

▲ Note: Easel Game No. 3 teaches top and bottom.

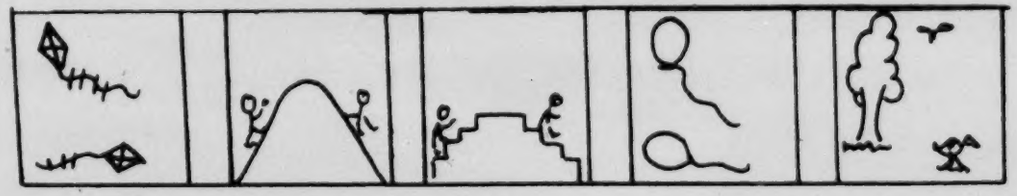


- TOP AND BOTTOM II

Draw a sample paper on the chalkboard. Place an X in the top part of the paper and a circle (O) at the bottom part of the paper. Discuss the meaning of the top and bottom parts of a page, locating them on the drawing on the chalkboard. Erase the X and the O. Call on a child to locate the top of the sample on the chalkboard and draw a ball in it. Have another child locate the bottom part and draw a box (or some other object) in it. Let several children take turns locating top and bottom, first on the chalkboard, then on other objects about the room.

- UP AND DOWN

Draw sets of pictures that show something up and something down. Describe the pictured action, and ask a child to find it among the sets.



LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
VISUAL DISCRIMINATION (cont.) The child detects differences in direction and position.	FOR YOUR NOTES	• WOULD YOU LOOK UP OR DOWN? Use simple questions to evoke answers about UP and DOWN. Would you look UP or DOWN..... if you heard an airplane? if you heard a bird singing in a tree? if you wanted to see a worm on the ground? if you talked to Daddy? (Mother? Older sister or brother?) to see the ceiling? to see the floor? to see your feet? (Knees? legs? ankles?) to see the clouds? (The sky? the moon? the sun?) • MAKE A MOVE Using three small cars (trucks, boats) -- red, green, and blue -- have the children arrange the cars according to specific directions, such as: Move the red car forward. Move the green car backward. Move the green car behind (in back of) the red car. Put the green car beside the blue car. Lift the red car over the green and blue cars. Pick up the blue car in your right hand and put it behind the red car. Pick up the green car with your left hand and put it in front of the red car.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
VISUAL DISCRIMINATION (cont.) The child detects differences in direction and position.	FOR YOUR NOTES	• MR IN-BETWEEN Place three children in a line parallel to the class. Then ask, "Where is Lisa?" (in front of Joe) "Where is Sue?" [in back of (behind) Joe] "Where is Joe?" (in front of Sue; in back of Sue) "There is another way to explain where Joe is." (in the middle, in between Lisa and Sue) If children need more practice with this concept, rearrange the children and question again. If not, continue. If Lisa sits down and Joe and Sue turn to face the class, we can explain where Joe and Sue are now in another way. "Where is Joe?" (next to; beside; to the side of Sue) • FIRST, NEXT, AND LAST When the children form a line at recess or dismissal time, ask, "Who is first in the girl's line? Who is last in the girl's line? Who is first in the boy's line? Who is last in the boy's line?" *Variation* *Put four chairs in a row. Have a child stand behind the chair on the left end. Tell the group this is the first chair. The child standing calls on someone to sit in the first chair, the next chair, the last chair. Next, have a child stand behind the chair on the right end. Repeat the procedure.* ▲ Note: Easel Game No. 5 involves first, next, and last.

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

The child detects differences in direction and position.

TO THE TEACHER

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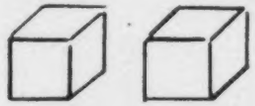
SUGGESTED ACTIVITIES/MATERIALS

- BLOCKS



Put two cubical blocks (one red and one blue) on the table. Call on children to place the blocks in the following positions:

Put the red block on top of the blue.
Put the blue block beside the red block.
Put the red block in front of the blue block.
Move the blue block to the left of the red block.
Place the blue block under the red block.

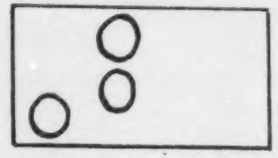
Variations

1. *Place the blocks in various positions and ask the child to tell what position you placed them in.*

2. *Let two children work together; one child tells the other one the positions in which to place the block.*

3. *Give each child in the group one red block and one blue block. Call out the positions in which you want the blocks placed. Each child has an opportunity to participate. Keep the group small so that you can survey the group work at a glance.*

- CIRCLE FUN



Have a child place three circles (red, green, and blue) at the top of the flannel board. Then say, "I want to place the green circle in the center of the flannel board. Who can show me where to place the green circle?" If no one can, place the circle in the center and say, "This is the center." Now call on children to place the circles in the following positions:

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LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

The child detects differences in direction and position.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITES/MATERIALS

Put the blue circle beside the green one.
Put the red circle above the green circle.
Put the green circle below the blue circle.

Continue with other positions.

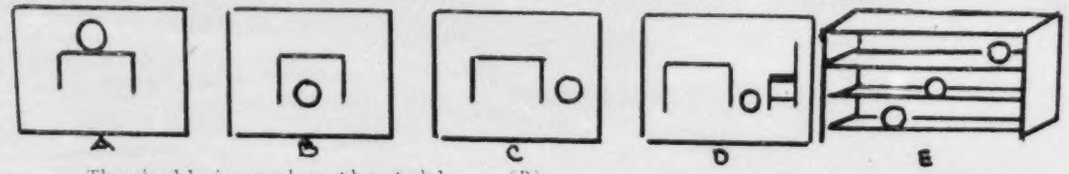
▲ Note: This activity can be used for the positions: to the right of, to the left of, upper (lower) left-hand corner, upper (lower) right-hand corner, in between.

■ Needed: Flannel board, three circles (red, green, blue) or other figures.

▲ Note: This activity can be developed using colored squares, rectangles, triangles, or diamonds.

• FIND IT

Some position words can be illustrated on 6" x 9" pieces of tagboard. Place several of these illustrations on the chalk rail. Name the position in a sentence and ask the child to find the picture. Examples:



The ball is under the table. (B)
The ball is beside the table. (C)
The ball is between the table and chair. (D)
The ball is on the table. (A)

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

The child detects differences in direction and position.

TO THE TEACHER

FOR YOUR NOTES

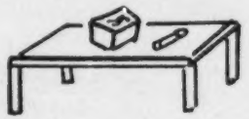
SUGGESTED ACTIVITIES/MATERIALS

Diagram E illustrates what can be done with bookshelves in your room. Example:

Touch the ball on the top shelf.
Show me the ball on the bottom shelf.
Which is the ball on the center (middle) shelf?

Note: Additional activities may be found in the Manual for Building Pre-Reading Skills, Kit A - Language. (See Space relationships, page 319.)

- DO WHAT I SAY

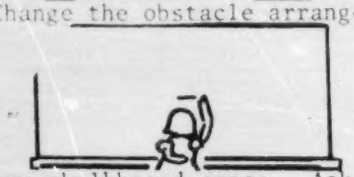
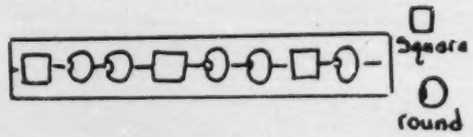


Place a box on a table. Give a child an object such as a pencil, crayon, or eraser and say, "Do what I say:

"Hold the pencil over the box."
"Put the pencil under the box."
"Place the pencil on the left side of the box."
"Hold the pencil to the right of the box."

or, using children, say:

"Stand to the right of Harold's chair."
"Move to the left of Jane's chair."
"Put this eraser under Joe's chair."
"Hold your hand over Jill's head."

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
VISUAL DISCRIMINATION (cont.) The child detects differences in direction and position.		• THE OBSTACLE COURSE Arrange a table, a chair, a box, a block, and a rope circle to form an obstacle course in the classroom. Have the child crawl under the table, walk behind the chair, stand on a box, jump over a block, and step in and out of the rope circle. Change the obstacle arrangement to vary the game.
		• DRAW-A-LINE  Assign several children some chalkboard space. Ask the children to draw lines up, down, out (away from the body), and in (toward the body). ▲ Note: Vary the activity by using idividual chalkboards or large sheets of paper instead of having the children work at the chalkboard.
• The child perceives differences in sequential arrangement.	The skill of effective observation is important to progress in later reading. A child may have normal vision but immature visual perception. Although the child is born with the capacity to see, seeing effectively is a skill a child may or may not have learned before he entered school. The Level 1 child learned one of the specific skills needed in effective observation, that of noting details in pictures and objects. At Level 2, the child goes a step further in the area of visual discrimination. He learns to note differences in sequential arrangement.	• WHAT COMES NEXT?  Show the group a bead pattern card with an incomplete pattern. Ask a child to name the beads, starting on the left. Then have him build the same pattern on his shoelace and add the bead that comes next in the pattern. Use sample above and name the beads already on the string. Say, "Square, round, round; square, round, round; square, round, _____. The next bead should be round, so put a round bead on the string." Now show another bead pattern card and have a child name the beads, make his bead pattern, and add the next bead.

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

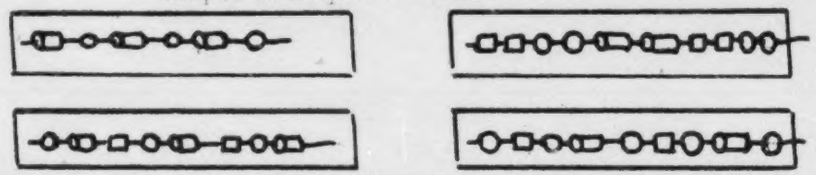
The child perceives differences in sequential arrangement.

TO THE TEACHER

Through various activities, the child's attention is called to differences in sequential arrangement. He arranges and rearranges objects and pictures in correct order. Generally the child starts arranging sequentially with one attribute, such as color, and tasks are presented in a variety of ways. Then, the child's attention is directed to two attributes, such as color and shape, or size and shape.

SUGGESTED ACTIVITIES/MATERIALS

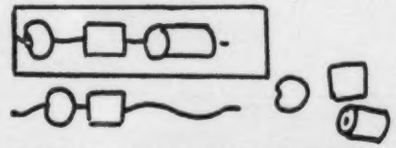
Sample Incomplete Pattern Cards



▲ Note: The bead design cards found in the Appendix under "Suggested Bead Designs" can be used.

■ Needed: Beads, shoelaces, incomplete bead pattern cards (problem cards, felt markers).

- BEAD SHAPE DESIGN

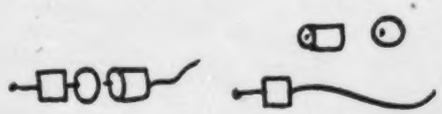


The suggested bead design cards in the APPENDIX can be used for strengthening the child's perception of sequential arrangement. Omit Bead Shape Design Cards, Series One. All other design cards can be used for work on sequential arrangements.

■ Needed: Bead design cards (see APPENDIX, "Suggested Bead Designs"), beads, shoelaces.

▲ Note: Two children may use the same card, but separate shoelaces and beads.

- MAKE ANOTHER



Seat several children around a table. Make a bead design of colors on your shoelace. Give each child a shoelace and enough beads to complete the pattern three times. Be sure each child has the bead colors he needs to complete a design. (Observe the child as he makes his design. Check.)

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

The child perceives differences in sequential arrangement.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

Have them make the pattern two more times. When the child does this successfully, set up another pattern, remove it, and have the child reconstruct it from memory.

▲ Note: Later, use sequences which require attention to two attributes such as shape and color, or shape and size.

- PEGBOARD PATTERNS

The "Suggested Pegboard Designs" in the APPENDIX are used for noting sequential arrangements. The child is asked to match colored pegs with the design taped to his pegboard. The child should move from left to right as he completes his peg designs.

■ Needed: Pegs, pegboards with designs taped on them. For pegboard designs see the APPENDIX, "Suggested Pegboard Designs."

- BLOCK DESIGNS

Using the "Suggested Block Designs" in the APPENDIX, give the child the blocks he needs to reproduce the design on the card. He should make the design, moving from left to right.

■ Needed: Design blocks, cards with block designs. See the APPENDIX, "Suggested Block Designs."

- ARE THEY THE SAME?

Using the pattern above on a flannel board, talk about the shapes and their position in each set. Direct attention to the pair of shapes on the left (the first pair), and ask:

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

The child perceives differences in sequential arrangement.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

"What shapes do you see here?" (point to the first two shapes beginning at the left)
"Which shape is at the left? Which is at the right?"
"Close your eyes and tell me what shapes you saw and in what order you saw them."
"Look at the next pair of shapes (point). What shape is at the left? What shape is at the right? Is this pair of shapes the same as the first one? (point) Why?"
"Since they are the same, put a felt strip under this pair."
"Look at the next pair of shapes. (point) Is this pair the same as the first pair? (point) Why? Should we put a felt strip under this pair?"
"Look at the last pair of shapes. (point) Is this pair like the first one? Is the last pair different from the other pairs? Should we put a felt strip under this pair?"

Set up other rows of sequence pairs using basic shapes. Guide the study of these rows in a similar fashion.

■ Needed: Felt basic shapes, flannel board, strips of felt to be used as markers.

▲ Note: Primary felt cutouts available from Model School Supply can be used in this activity.

• ALL IN A ROW

Lay out two arrangements of objects on a table. The second arrangement should be slightly different from the first. Identify the arrangements as Set 1 and Set 2. Ask the child if Set 2 looks exactly like Set 1. When he responds "No," ask him how they differ, and to make Set 2 look like Set 1.

■ Needed: Small objects such as pegs, cubical blocks, or the basic shapes (circle, square, triangle, rectangle and diamond.)

VISUAL DISCRIMINATION (cont.)

The child perceives differences in sequential arrangement.

FOR YOUR NOTES

Variation

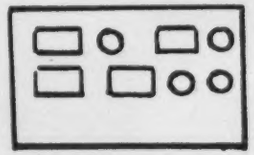
Set up the arrangements on a flannel board. Follow the same procedure described above.

- HOW DID IT CHANGE?

After working successfully with the above arrangements, vary the activity. This time lay out one arrangement. Have the child study the arrangement carefully (looking from left to right). Remind the child to name the objects to himself, in order to remember the sequence. Then have him turn his back while you rearrange the set. Next, have him look at the new set arrangement, and replace the objects in their original positions. Start with two objects, and gradually increase the number to three, then four objects.

■ Needed: Small objects, or felt shapes and figures.

- WHAT'S OUT OF PLACE



Using felt shape cutouts, make two rows of arrangements on the flannel board. The arrangement in the second row should be slightly different from that in the first. Ask a child to make the second row look like the first row." Encourage the child to begin at the left and move to the right as he compares the two sequential arrangements. Continue the activity with other arrangements.

■ Needed: Flannel shape cutouts, flannel board.

▲ Note: Flannel Primary cutouts (available from Model School Supply), flannel board.

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

The child perceives differences in sequential arrangement.

- The child associates manuscript forms with their letter names.

TO THE TEACHER

* * * * *

In the decoding process of learning to read, much emphasis is placed on the relationship of sound and symbol. Recent research has shown that the child who has learned to associate the name of a letter with its written symbol shows a greater readiness for beginning reading.

The Level 2 child is learning to associate the manuscript forms with their names. It is a complex task, often misunderstood. It does not imply nor require that the child learn the alphabetic sequence of the letters. He should recognize the letters when they are presented in random order. Though many children have learned the alphabetic sequence at home when they memorized The Alphabet Song, it serves

SUGGESTED ACTIVITIES/MATERIALS

- LETTER PATTERNS

At the chalkboard, in a pocket chart or on a flannel board, arrange two rows of manuscript letters in sequential patterns. The second row should have the same letters as the first row, but arranged in a different sequence. Let the child rearrange the letters on the second row (in left to right order) to match the first row.

Sample Sets

b c b c	m m a m	h j j h j j h
b c c b	a m m m	h j j h h j h

■ Needed: Flannel board, flannel letters, chalk.

* * * * *

- THE INITIAL GAME

1. Using his name card, have each child point to the first letter in his name. Explain that the first letter in a name is called an initial. Let each child in the group pick, from alphabet cards on a table, the first letter in his name. As he picks his card, he says: "This is my initial. The name of my initial is _____." He replaces the card and another child takes a turn.

2. Have each child, in turn, pick his initial card, name it, and match it with its mate on an alphabet chart.

3. Point to the letter A on the alphabet chart and ask the children to stand who have this letter for an initial. After they stand, tell them that the name of their initial is A. The group repeats the letter name as one child points to it. Continue selecting letters in

VISUAL DISCRIMINATION (cont.)

The child associates manuscript forms with their letter names.

little purpose. They must go one step further and make the name-symbol relationship.

One of the first printed words to hold meaning for a child is his name. The level 2 child uses this vivid-meaning to learn to recognize his name, and the letters of his name. He observes the significant features of his name, and later the letters in his classmate's names. Learning the letter names and recognizing a letter in a row of letters that make a word are helpful for organizing the word pattern mentally and for remembering it later. Casually mentioning a letter name when a letter shape is pointed out enables many children to associate the symbol with its name.

Activities and games designed to teach the association of the letter name with its manuscript form should be used for only a few minutes a day, twice a week. There will be numerous times during the day to casually call the child's attention to the letter names as he encounters the manuscript forms.

random order. At first, use only those letters which are initials of the class members.

■ Needed: Alphabet cards, alphabet chart.

• THIS IS MY INITIAL

Make a circle (3 inches in diameter) for each child in the class. Punch a hole 1/2" from the edge. Pass a 30" piece of yarn through the hole and knot the ends. Have each child write his initial on his circle to wear around his neck. Hold up an alphabet card and ask, "Who's initial is this?" The child or children with this initial come forward, compare their initial letter on the circle with the alphabet card, and name the letter. Hold up another card and continue.

Variation

Hold up an alphabet card. Ask a child to find a classmate with that initial and name the initial, if he can. If he can't, have the child to whom the initial belongs tell him.

▲ Note: As the children learn to recognize the initials of some of their classmates, expose them to the rest of the letters (those that are not initials of children in the class).

■ Needed: 3 inch circles, crayon, 30" piece of yarn, alphabet cards.

• WRITING NAMES

As you teach the child to write his name, tell him the names of the letters he writes. (He will be exposed to capital and small letters.) Give each child the letter cards in his name and have him place them on his desk to form his name. Hold up an alphabet card (small). Ask any children who have this alphabet card to hold it up. Everyone names the letter.

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

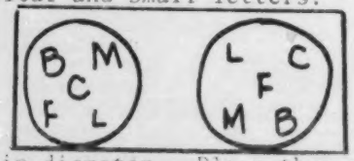
The child associates manuscript forms with their letter names.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

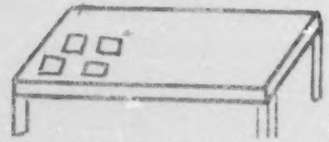
■ Needed: Alphabet cards; capital and small letters.



- FIND MY MATE

Cut two felt circles, 10 irches in diameter. Place them on the flannel board with sets of the same five letters on each circle in random order. Call on a child to locate the letter you name in the left circle, find its mate in the right circle and name the letter. In the beginning, use all capitals or all small letters in the circle.

■ Needed: Two felt circles, felt letters (capital and small).



- CALL AND SHOW

Give each child in the group four alphabet cards (f, s, l, m) to lay out on their tables. Say the name of a letter, and have each child hold up the appropriate card. Check to see if each child responded correctly. Then ask the children to name the card they're holding. After the children lay the cards down, call another letter. Just to check everyone once in a while, call out letter names for which they don't have cards.

■ Needed: Four alphabet cards for each child in the group.

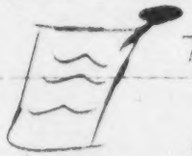
Variation

- *Pass out the individual flannel board, and four velour-backed alphabet cards to each child in the group. Name a letter; each child chooses the appropriate alphabet card on his flannel board. Walk about and check the boards to see if each child responded correctly.*

■ Needed: Individual flannel boards (see APPENDIX, "Things to Make").

VISUAL DISCRIMINATION (cont.)

The child associates manuscript forms with their letter names.



FOR YOUR NOTES

2. *Give each child an individual acetate board, a crayon, and a napkin for erasing purposes. Call out the name of the letter and have each child write that letter on his acetate board. After you have checked, he can erase it. Then call another letter.*

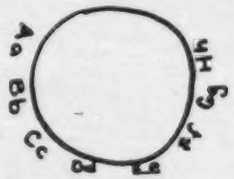
■ Needed: Individual acetate board; (see APPENDIX, "Things to Make"); crayon, napkin.

- WHO WILL BE MY PARTNER?

Hand out alphabet cards (one per child). Start the game with one child saying, "My name is Capital (small) A. Who will be my partner?" Explain that the child who has the capital A alphabet card should answer, "I will be your partner. This (holding up the card) is capital A." The game continues with the second child naming a new letter, then calling for a partner.

■ Needed: Alphabet cards.

- CIRCLE LETTERS



If you do not have a circle painted on your floor with the alphabet around it, mark off a circle with chalk. Put capital and small letter sets, equi distant apart, just inside the circle edge. While the group stands outside the circle, place two children in the center. Explain that you will name a letter and the children in the center of the circle will try to find the letter named. The child reaching it first says, "I'm standing on letter _____." The two children join the circle after they have each chosen someone to replace them.

LEARNING OBJECTIVES

VISUAL DISCRIMINATION (cont.)

- The child perceives differences in the appearance of written words.

TO THE TEACHER

The Level 2 child has reached the level of maturity where he can discriminate between forms in pictures, between geometric shapes, and between objects. Noting small differences in objects is a skill the child must learn before he can be expected to differentiate between words that differ in slight detail, such as pen and pin.

Some teachers assume that because a child can discriminate between pictures and abstract forms, he will automatically make discriminations among words. This is not true. The ability to make word form discriminations requires maturity and training in noting details. The child must be given exercises using word forms. At this level, he will not be expected to read the words. He will learn how to look at a given word and differentiate it from other words.

SUGGESTED ACTIVITIES/MATERIALS

- THE SAME PAIRS OF LETTERS FB FB BF FB FB

Review the exercise ARE THEY THE SAME on page , in which children compared the form and serial order of basic shapes before working on paired letters. Have them recall these three points: (1) they looked carefully at the shapes; (2) they noted the order; (3) they put a marker under the pairs with the same shape and arranged in the same order. Arrange a row of pairs of letters, such as those above. Direct the children's attention to the pair of letters on the left and ask:

"Can anyone describe this leter?" (point to F)
"Do you know anyone whose name begins with this letter?"
"What is this letter called?"
"Look at the letter to the right of F." (Describe it.)
"What is this letter called?"
"Now, close your eyes and picture the two letters. Where is the F -- the letter with the stick and two short lines? Where is the B -- the letter with two part circles?"

Use guidance similar to that suggested in ARE THEY THE SAME. Ask pupils to describe letters at the left and letters at the right in each pair. Have them put a marker under those pairs that are the same, and explain how the unlike pair differs.

■ Needed: Felt letters (capitals) and a flannel board.

- THAT'S MY NAME

Write a child's name on the board in a row three times. Then write another word beginning with a different capital letter. Have a child come up, compare all the words (from left to right), and cross (X) out the word that is different, such as:

MARK MARK ~~CLAY~~ MARK

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS

VISUAL DISCRIMINATION (cont.)

The child perceives differences in the appearance of written words.

FOR YOUR NOTES

If a child recognizes his name, he can say, "THAT'S MY NAME!"

Variation

Write a child's name on the board in a row three times. Write another word beginning with the same capital letter. Have a child cross (circle) the word that is different.

JANE ~~JOHN~~ JANE JANE

Be sure that the child scrutinizes the word beginning on the left and moving to the right. It may be necessary to shoe him how to sweep his hand under the word in order to develop this movement of the eye.

- WHAT'S IN A WORD?

Arrange a group of words in a row, three of which are the same. Have a child draw a circle around the one that is different and tell why it is different.

jump jump (run) jump

As the group gains proficiency, odd words in which finer discriminations are necessary, such as:

me	me	me	we
go	no	no	no
go	go	go	got

Variation

The exercises can be developed using a pocket chart and words printed on 5" x 7" cards. Be sure that you leave a space at the bottom of the card

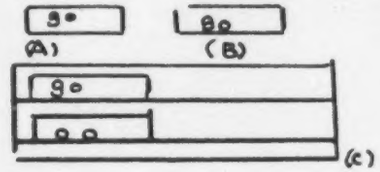
LEARNING OBJECTIVES

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

when you print your word so that no part of the word is obscured by the pocket of the charts.



- THEY'RE THE SAME

Write a series of words in a line. Have a child draw a line under the words that are the same in a series

ball	ball	hat	ball
house	nest	house	house
girl	girl	girl	mother

▲ Note: At times, use the directions, draw a circle around.

- MATCH MY WORD

Make several sets of word cards. Keep one of each set, pass out the other cards to the class. Place a card in the pocket chart and ask, "Who can match my word?" The child with the matching card says, "I can," comes up and places his card in the pocket chart beneath yours.

■ Needed: Sets of words cards, felt marker, pocket chart.

LEVEL ONE: CONCEPT BUILDING AND CLASSIFYING

LEARNING OBJECTIVES

CONCEPT BUILDING AND CLASSIFYING

- The child understands that similar things can differ in size, color, shape, sound, and texture.

TO THE TEACHER

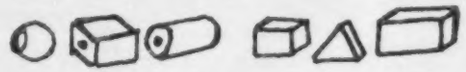
The area Concept Building and Classifying deals with the development of clear and logical thinking. Concepts cannot be absorbed, ready made, through rote memory or drill; they cannot be transmitted to children on a purely verbal level. Concepts are built through complex thought processes involving perceiving, inferring, and categorizing information.

To a young child, the environment is one large, indiscriminate mass of people, places, objects, and events. As he learns to perceive color, size, shape, function, time, and space he discriminates among things in the environment. Learning to detect common elements among different objects and events helps him to group, or classify, things for future reference. Thus, the child begins to bring some sort of order to his environment. Each new experience is perceived compared with previous ones, and efficiently filed away under its appropriate classification for later recall.

Essentially, what is needed for growth in logical and creative thinking is action. The child must do something -- physically, mentally, or both. Concepts are perceived, broadened, and continuously changed through frequent encounters with materials, objects, people, and events. Teachers must create

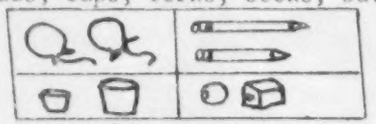
SUGGESTED ACTIVITIES/MATERIALS

- ALIKE AND DIFFERENT



Gather together groups of common objects (three or four each). The objects in each group should differ in one aspect. For example, a group of blocks or beads that differ in *shape;* pencils that differ in *length;* blocks, beads, pegs, or lengths of yarn that differ in *color;* squares of paper or cloth that differ in *texture*. Have the children tell how each group of objects is alike and then how each is different.

Needed: Groups of familiar objects (three or four each) such as pegs, crayons, paper, chalk, blocks, beads, cups, forks, books, buttons, jars, marbles, balls, balloons.



Variation

Have children fold 8 1/2" x 11" manila paper into four sections. Tell them to draw two objects in each of the four sections that are alike, but different in some way. Obviously, this activity should follow repeated experiences of the kind mentioned above.

- DIFFERENT AND ALIKE

Reverse the procedure in the activity above by starting with dissimilar things. (Although it is best to use real objects, you may use pictures or drawings.) Have children look closely at two things which are different and try to discover in what way(s) they are alike. For example, *orange - lemon; ball - balloon; train - airplane; lettuce - cabbage; yarn - thread; wagon - bicycle; bell - rattle; button - zipper; shoe - boot; book - magazine.*

LEARNING OBJECTIVES

CONCEPT BUILDING AND CLASSIFYING (cont.)

The child understands that similar things can differ in size, color, shape, sound, and texture.

TO THE TEACHER

situations in which children manipulate things, carefully observe details, ask questions, make comparisons, draw conclusions, and share their findings with each other.

SUGGESTED ACTIVITIES/MATERIALS

▲ Note: Just as children need to discover that similar things can differ, they need also to discover that dissimilar things can be alike.

- FEELING THINGS

Display pairs of objects that vary in shape, size, and texture (blocks, paper cups, pencils, books, a woolen and a cotton square of cloth, an orange and a peach, a plastic and a wooden fork. Discuss all the objects, encouraging children to tell how they are alike and different. Have them use terms like round, soft, hard, pointed, smooth, curved, and heavy. Blindfold a child and place before him a pair of objects. Ask him to describe and identify the two objects by touching and handling them.

▲ Note: The sense of touch is used here to strengthen the child's observations of size, shape, and composition. For additional activities that develop the sense of touch, see Learning Time with Language Experiences for Young Children, pages 101-119.

Variation

After discussing and handling the objects on display, cover them. Have children take turns describing an object by the way it looks and feels. The other children guess what object is being described.

- SORTING FUN

Cut circles, squares, triangles, and diamonds from three or four colors of construction paper. Mix in a box or on a table. Let two children sort according to shape, then mix and sort according to color.

LEARNING OBJECTIVES

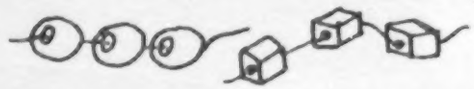
CONCEPT BUILDING AND CLASSIFYING (cont.)

The child understands that similar things can differ in size, color, shape, sound, and texture.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS



Variations

1. *Use a mixture of beads or buttons. In every case, be certain children can answer the question: "Why did you put these together?"*

2. *After having children sort according to a single common element, such as color, have them sort according to two common elements, such as shape and color. For example, tell them to divide the beads first into groups of red, blue, and yellow beads. Then mix them together and say, "Group the beads into square red beads and round blue beads."*

3. *After considerable practice, try letting the children decide on their own what groupings to make. Ask: "Why did you put these together? Why didn't you place this one in this group?"*

- OBSERVING PEOPLE

Use members of the class (a group of boys and a group of girls) to illustrate how people can be alike and different. Select children the same age and have the class note how they differ in height, or select children of the same sex and have the class note differences in size, hair color or style, color of eyes, dress, tone of voice, etc.

Variation

Build the concept of age by letting pupils compare a child in the class with an older boy or girl and then with a male or female adult. Use pictures of children and adults, especially of family groups, to have children note such details as size, type of dress, eyeglasses, greying hair, or kind of activity that might give some indication of the age of a person.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS

CONCEPT BUILDING AND CLASSIFYING (cont.)

The child understands that similar things can differ in size, color, shape, sound, and texture.

* * * * *

- The child understands that different things are used for the same purpose.

During the pre-school and kindergarten years, the child tends to group information purely on perceptual (concrete, visible) attributes such as size, color, shape, and function. He also associates items as belonging together because they may be used for the same purpose *(dog, cat)*, or because they may be used together in the same situation *(comb, brush)*. Later, as the child increases in age and experience, these perceptual groupings become broadened into higher and higher levels of conceptual categories. Thus a bus or car might be included first under things that go, and then under motor vehicles. Later, motor

- OBSERVING ANIMALS

After a discussion of animals, or a visit to the farm or zoo, have children group animals according to: farm animals and zoo animals, animals with fur, animals with four legs and animals with two legs, animals that make good pets, animals that live in water, etc. If at all possible use pictures or filmstrips so that children may carefully observe and recall the necessary details.

Variation

Discuss baby animals and adult animals. Have children match pictures of baby animals with pictures of adult animals (dog - puppies, cat - kittens, cow - calves, hen - chicks, duck - ducklings, bear - cubs). Ask children to tell you all the ways that the baby animals differ from the adults.

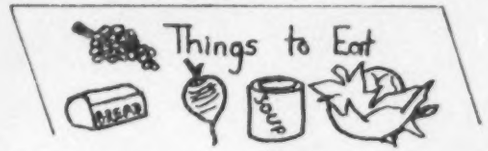
Needed: Science is Wondering charts, mounted pictures of baby and adult animals, films, and filmstrips.

* * * * *

Note: Whenever it is feasible, begin with real objects (three-dimensional things) in teaching classification skills. Later, progress to pictures and drawings (two-dimensional things).

- FIND AND GROUP

Gather together a collection of objects (or pictures and drawings) that can be divided into two or three groups, according to their use. For example: ball, doll, marbles *(things to play with)*; apple, carrot, sandwich *(things to eat)*; car, bus, train *(things to ride)*; dress, pants, shoes *(things to wear)*. First, let the children name the objects in any sequence. (Do not make reference at this point to objects that can be

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
CONCEPT BUILDING AND CLASSIFYING (cont.) The child understands that different things are used for the same purpose.	vehicles would be placed under the more inclusive category of modes of transportation. The Level 1 child tends to define an apple as something to eat, and a chair as something to sit on. The child who begins to group "things to eat" into categories of fruits, vegetables, and meats, and to use such terms as toys, furniture, food, and clothing, is ready for Level 2 concept building activities.	grouped together.) Encourage the children to discuss attributes of each object (its color, shape, size, texture, and function). Select three objects, such as *ball, doll, marble*, and say, "What can you do with these three things?" After eliciting the response, "You can play with them" or "They are things to play with," ask the children to find another group of three objects that can be used for the same purpose (or in the same way). *Variation* *Let children group things found in the classroom. For example: things to write on, things to play with, things used for writing, things to sit on, things to make music.* • CUT, GROUP, AND PASTE  Collect discarded magazines, newspapers, and coloring books. Have the children cut out pictures that belong in one or more categories. For example: *things to wear, things to sit on, things to ride, things to clean with, things to cook with, things to eat.* Draw an object (or paste a picture) at the top of a sheet of large newsprint and print the name of its category. Let the children paste on the newsprint any pictures that belong to this category. Later, put the sheets of newsprint together into a book entitled, "THINGS WE USE." *Variations* *1. Let the children group and paste their pictures on individual 8 1/2" x 11" ditto sheets. A drawing of an object and the words describing its category should appear at the top of each ditto sheet. Have the children make individual booklets entitled, "THINGS WE USE," to take home.* *2. Without designating any specific categories for the entire class, permit the children on their own to cut and group pictures on sheets of*

LEARNING OBJECTIVES

CONCEPT BUILDING AND CLASSIFYING (cont.)

The child understands that different things are used for the same purpose.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

8 1/2" x 11" manila paper. Before a child pastes his pictures, he must be able to tell why he has placed a group of pictures together.

▲ Note: Let the children work in pairs and check each other's pictures to see if there are any that do not belong in the group.

■ Needed: Discarded magazines, newspapers, coloring books; scissors; paste; newsprint, or 8 1/2" x 11" ditto sheets, or manila paper.

- DRAW A GROUP

Once children have had a number of experiences in manipulating, studying, and discussing objects and pictures that "belong together," they should be able to make drawings. Give each child an 81/2" x 11" sheet of manila paper. Tell the children to draw four things that belong together, because they are used for the same purpose.

■ Needed: 8 1/2" x 11" manila paper, crayons.

- FLANNEL BOARD GROUP

Use commercial, or teacher-made, cut-outs of felt, velour, or flannel. Have the children place the cut-outs under a larger cut-out that stands for a category. For example, place a *dress* and a *doll*, or a *bus* and a *loaf of bread* at the top of the flannelboard. Ask the children to take turns placing cut-outs under the proper category *(things to wear or things to play with, things to ride or things to eat)*.

■ Needed: Flannel board, cut-outs of felt, velour, or flannel.

LEARNING OBJECTIVES

CONCEPT BUILDING AND CLASSIFYING (cont.)

The child understands that different things are used for the same purpose.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

Needed: Ditto sheets with eight drawings (four pairs of associated items); crayon; and, if desired, scissors, paste, and 8 1/2" x 11" manila paper.

- WHERE WOULD IT BE?

Using toy objects, pictures, and drawings, have the children indicate where (in what place, in what room) they might find certain items. For example: bed, chair, toaster, tools, car, washing machine, books, dishes, lamp, television, broom, soap, toothpaste.

Note: Be alert to the fact that children may use different names for some items (sofa, studio couch, or davenport; record player or stereo.) Encourage children to consider that some items may be found in more than one place (table or chair in the living room, dining room, bedroom, kitchen, patio, den, classroom.)

- SHOPPING SPREE

Note: Extend the association of an object with a particular room to a particular type of store.

Needed: Every-pupil response cards. See the Appendix,"Things To Make."

Say, "I went shopping today and I bought all kinds of things. Listen carefully, and if what I say is right hold up your card with the black X. (Pause) I went to the toy store and bought a bicycle. (Pause) I went to the grocery store and bought some milk," etc.

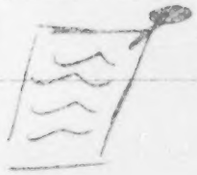
Variations

1. *Have the children use the response card with the red X to indicate an incorrect statement ("I bought a beautiful dress at the furniture store.").*

LEARNING OBJECTIVES

CONCEPT BUILDING AND CLASSIFYING (cont.)

The child understands that different things are used for the same purpose.



TO THE TEACHER

SUGGESTED ACTIVITIES/MATERIALS

- SORT A GROUP

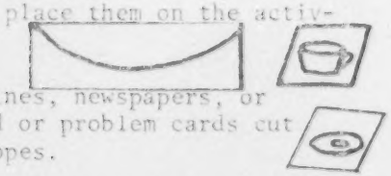
Paste pictures of various objects on 3" x 3" squares of tagboard or on halves of problem cards. Put the pictures (approximately twelve) in a large envelope and place them on the activity table. Children, working in pairs or alone, can practice sorting the pictures into separate categories.

■ Needed: Pictures cut from old magazines, newspapers, or coloring books; 3" x 3" squares of tagboard or problem cards cut in half; glue or paste; long, letter envelopes.

- ASSOCIATION ACTIVITIES

1. Introduce the idea that some things "belong together" because usually we use them together, *(comb - brush; cup - saucer; shoes - socks; coat - hat)*. Give the name of one thing and ask the class to supply the name of something that goes with it.

2. Find pictures (or have the children find pictures) of two things that are commonly associated with each other. Paste them separately on 3" x 3" squares of tagboard or on halves of problem cards. Put them (approximately twelve) in a large envelope and place them on the activity table for the children to match.



■ Needed: Pictures cut from discarded magazines, newspapers, or coloring books; 3" x 3" squares of tagboard or problem cards cut in half; glue or paste; long, letter envelopes.

3. Prepare ditto sheets with eight drawings. Discuss the drawings and let the children color them. Have the children match the drawings by using lines to connect the ones that "belong together," or by cutting out the drawings and pasting them in pairs on a separate sheet of manila paper.

LEARNING OBJECTIVES

CONCEPT BUILDING AND CLASSIFYING (cont.)

The child understands that different things are used for the same purpose.

- The child understands that names are used to identify people, places, objects, and actions.

TO THE TEACHER

* * * * *

If a child is to grow in his ability to think clearly and logically, he must learn to internalize his actions. He must begin to change his method of learning from direct, overt, trial-and-error experimentations (sensory-motor experiences) to the more rapid indirect, internal, mental processes (pre-operational thought). Through internal, mental coordinations the child can discover new concepts *relow to*, and often without, overt action.

SUGGESTED ACTIVITIES/MATERIALS

2. *Show pictures and drawings of various items to the group, stating where you bought each. The children use their response cards to indicate whether your statements are correct. Be sure your pictures are large enough for the entire group to see. Include items from the drugstore, grocery store, pet store, furniture store, paint store, etc.*

■ Needed: Pictures and drawings of items that can be purchased (in stores).

- WHO LIVES IN THIS HOUSE?

Ask a series of questions such as, "Where do birds live? Where do horses live? Where do squirrels live? Where do dogs live? Where do people live?" Lead children to generalize that "all animals have homes."

■ Note: The ability to generalize from a series of particulars is an important step in building concepts; it leads to higher levels of classifying information about our environment.

* * * * *

- INTEGRATING OBJECTIVES

Many of the activities in this section, as well as those appearing under other learning areas, develop the understanding that words are used to label or identify. See the following:

LEARNING OBJECTIVES

CONCEPT BUILDING AND CLASSIFYING (cont.)

The child understands that names are used to identify people, places, objects, and actions.

TO THE TEACHER

A knowledge of words and word meanings is essential for internalizing one's actions. Children must have words to organize their experiences -- to describe, to label, to categorize. They also need words to explain and to justify their thoughts, feelings, and actions to others.

At every available opportunity, the teacher must lead children to think about their experiences and to share their ideas. She must encourage them to use precise labels for objects and specific names for people, processes, and events. The teacher must constantly stress the "naming" (identifying) aspect of her children's actions and observations, and must be alert to clarify any terms previously misunderstood or vague in meaning.

SUGGESTED ACTIVITIES/MATERIALS

ORAL LANGUAGE

- GOING TO SCHOOL, page 17
- COMPARISONS, page 21
- NAMING THINGS, page 22
- GUESS WHAT I SEE!, page 22
- SURPRISE PACKAGES, page 23
- FINDING THINGS IN A PICTURE, page 23
- DESCRIBING CHARACTERS AND ACTIONS, page 24

AUDITORY DISCRIMINATION

- RIDDLE GAMES, page 44
- MAKING A GAME OF IT, page 45
- ROUTINES, page 45
- STEP BY STEP, page 46
- OBJECT LESSON, page 46
- DO AS I SAY, page 47
- OUTDOOR SOUNDS, page 48
- INDOOR SOUNDS, page 48
- A LISTENING WALK, page 49

VISUAL DISCRIMINATION

- INTRODUCING COLORS, page 87
- COLOR CHARTS, page 88
- COLOR SHAPES, page 92
- MEASURING HEIGHT, page 94
- MEASURING LENGTH, page 94
- MEASURING VOLUME, page 97
- ALIKE AND DIFFERENT, page 98
- FINISH IT!, page 100
- CHANGING SCENES, page 101
- DETECTIVES ALL, page 102
- I SAW, page 102

VOCABULARY

See entire section, pages 165-169

- DIRECT AND INDIRECT EXPERIENCES

Carrying out routine classroom activities, taking neighborhood walks, going on field trips and outings, and entertaining visitors expose children to a variety of people, places, and things. In addition to these valuable first-hand experiences, use films, filmstrips, records, tapes, pictures, drawings, and realia. Consult your Audiovisual Guide for

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
CONCEPT BUILDING AND CLASSIFYING (cont.)		Kindergarten and the Ungraded Primary and the listings of your Study Learning Resource Center for available materials. ▲ Note: Do not hesitate to repeat an enriching experience! Word meanings are developed, clarified, and extended through repetition of, as well as variety in, our experiences.
• The child is aware of the sequence in happenings.	The concept of sequence is basic to an understanding of cause and effect relationships. It underlies our appreciation of most story content, as well as our grasp of the significance of history. Children should be taught to recognize sequence in daily happenings and in familiar activities. Once they are aware of sequence in their everyday lives, children are more likely to understand and to appreciate it in stories and poems. They can begin to make inferences, draw conclusions, and predict outcomes with logical accuracy. The most frequent question on the teacher's lips must be, "WHY?" It will not be enough that children can identify the final outcome of a science experiment, or that they can describe what is happening in a pictured situation; they must know what steps led to the resulting product, or why the story characters are acting and feeling as they are.	• EVERYDAY ACTIVITIES Discuss activities familiar to most children (getting dressed, coming to school, going to the store for groceries, feeding a pet, going to a friend's home to play, sliding on a sliding board, going for a car ride, getting ready for bed). Have the children tell what steps they take in carrying out each activity. To develop awareness of sequence, ask such questions as: *"What do you do first, and next, and last? Why do you put on your pants before you put on your shoes? Could you start the car before everyone looked the car doors (or fastened their safety belts)?"* • FAMILIAR HAPPENINGS Discuss happenings that occur frequently (lightning and thunder, cloudiness and rain, daylight and darkness or day and night, dismissal or recess bell and voices of children, sound of siren and the appearance of an ambulance, fire engine, or police car). Make the children aware of the order in which these things usually occur. Pause during the school day, when an occasion presents itself, to note

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS

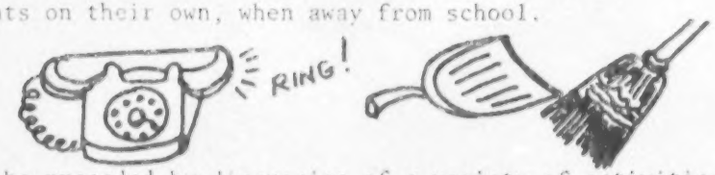
CONCEPT BUILDING AND CLASSIFYING (cont.)

The child is aware of the sequence in happenings.

FOR YOUR NOTES

familiar happenings. Encourage the children to listen for, and to observe, similar events on their own, when away from school.

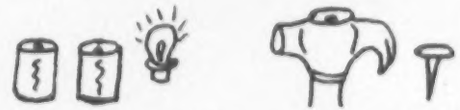
- PANTOMIMING ACTIONS



This activity should be preceded by discussion of a variety of activities engaged in by the children themselves, or by parents or others whom they've observed. Some familiar actions that lend themselves to pantomiming are: answering the telephone (or door bell), packing a suitcase, playing baseball (or basketball), driving a car, washing dishes, going for a swim, getting dressed, cleaning house.

Have a child pantomime the steps in an activity. The class tries to guess the activity, and then recalls the sequence of the steps.

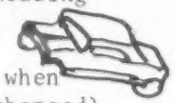
- EXPERIMENTING AND WONDERING



Planning science experiments provides excellent opportunities for recognizing and using sequence. As an experiment is carried out, have the children recall each step, state why the step is being taken, and tell what should be the result.

In science, social studies, and health and safety discussions encourage children to give reasons for ideas expressed *(why the bear has lots of fur, why the mother bird sits on the nest, why a motorist should not run a red light, why people in some countries wear clothes that are different.)*

■ Needed: Curriculum guides in science and social studies for suggested discussion topics; Science is Wondering Charts; Building Pre-Reading Skills, Kit A-Language.

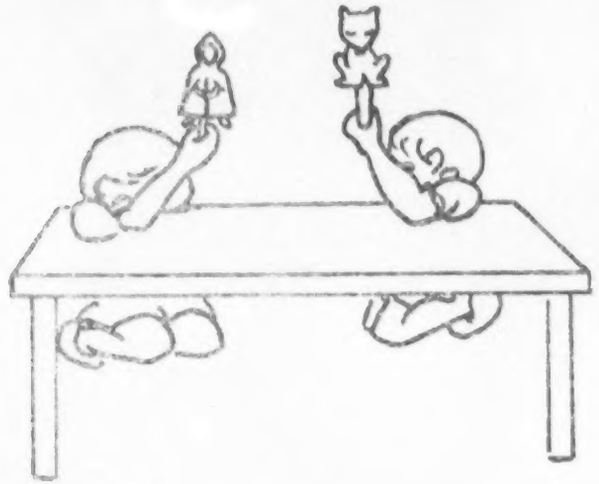


▲ Note: The importance of sequence can be vividly demonstrated when the order of the steps in an experiment is reversed (or interchanged), with quite different results.

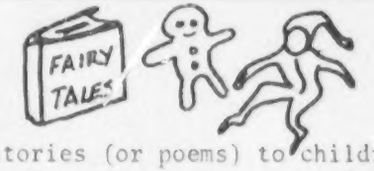
LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS

CONCEPT BUILDING AND CLASSIFYING (cont.)

The child is aware of the sequence in happenings.



- READING STORIES/POEMS



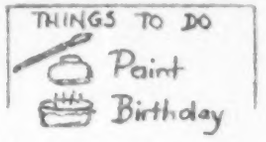
After reading and telling stories (or poems) to children, ask questions that develop their understanding of story events and story sequence. Be certain the children understand how one event led to another, and thence to the final outcome. Have children recall in proper order what happened first, next, and last.

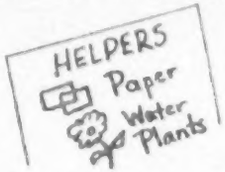
▲ Note: Numerous suggestions for telling and reading stories and poems can be found on pages 39-44 in the section on AUDITORY DISCRIMINATION.

- DRAMATIZING STORIES/POEMS

The very nature of dramatization makes recognition of proper sequence a necessity. Have children review the story or poem first, calling attention to the story events and their order of occurrence. Keep stage props simple. Children may use paper bag and stick puppets as they dramatize. See the Appendix, "Things to Make," for directions for making puppets.

- PLANNING





As the children help plan the school day, and later carry out their plans, they gain insight into the nature of sequence as well as the importance of making and following a schedule. If the children express a desire to do several things at once, explain to them (or help them to decide) why a particular activity might best be carried out first thing in the morning, another right after recess, and another during the free-activity period.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
CONCEPT BUILDING AND CLASSIFYING (cont.) The child is aware of the sequence in happenings.	FOR YOUR NOTES	• EVALUATING When children review the day's work, have them recall the sequence of the things they did. Call their attention to how following a sequential plan helped an activity go more smoothly. Encourage children to make decisions based on evaluations (deciding whether to wear coats during recess period, whether to use a larger box to store materials during clean up, how to carry a pitcher of water without spillage.)

LEVEL TWO. CONCEPT BUILDING AND CLASSIFYING

The child maintains Level 1 skills.

LEARNING OBJECTIVES

CONCEPT BUILDING AND CLASSIFYING

- The child understands that a general classification can be used to identify people, places, and things.

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TO THE TEACHER

The interpretive skills of perceiving relationships, and organizing and classifying ideas are processes of thought that the Level 2 child is learning. The acquisition of these skills is largely determined by what perceptual skills he has acquired. The kinds of experiences he has had previously and the opportunities his environment offers him to see, hear, touch, experience and explore determine the quality of his perceptual development.

The Level 1 child had a wide variety of experiences which helped him develop a discriminating awareness of shape, size, color, texture, etc. These varied perceptual experiences will help the Level 2 child become aware of relationships and to use those relationships to organize his knowledge.

The Level 2 child participates in activities which lead him to observe that certain objects and events belong together because they share common properties. He uses his knowledge of an object's visible perceptual properties such as color, size, or shape to form groups. Using other perceptible attributes such as association and function, he associates items as belonging together in a familiar situation (comb and brush) or because they both may be used in the same manner. Thus, the child

SUGGESTED ACTIVITIES/MATERIALS

- IN OUR HOUSE

▲ Note: See the Social Studies Curriculum Guide, Kindergarten-Grade 12, 1967, pages 8-11 for additional activities.

The room housekeeping corner offers an excellent opportunity for developing conceptual categories such as family members (people), furniture, clothing, foods, utensils, toys, and pets.

As the children role play in the playhouse, have them assume the parts of mother, father, sister(s), brother(s). Encourage them to extend the family membership by having visits from grandmother and grandfather, or aunts, uncles, and cousins. They can also pretend to visit their relative's homes. Casually discuss a variety of family units, so that children who do not belong to a "typical family" unit will not feel different.

- WOODEN FAMILY

Let the children use the wooden families (black and white) to learn the names and members of the family unit. Develop the idea that the family members can be grouped as people. Later develop the concept of grouping by sex and age.

■ Needed: Wooden family members.

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LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
CONCEPT BUILDING AND CLASSIFYING (cont.) The child understands that a general classification can be used to identify people, places, and things.	identifies a green chair as belonging to a group of "green things" or that it is something to sit on. The Level 2 child later develops categories that are more conceptual than the perceptual ones mentioned in the previous paragraphs. He sees beyond the simple perceptual attributes of objects (size, color, shape) and places them in conceptual groups such as foods, animals, people, vehicles, or furniture. With this classification skill, the Level 2 child can more readily organize and retain what he learns.	• FAMILY PICTURE FUN Pass out pupil response cards to the group. Have available pictures of men, women, boys, and girls. Explain that you will hold up a picture of a person and ask a question about it. If the answer is yes, they should hold up the card like this: YES (Explain that the word says "yes.") If the answer is no, they should hold up the card like this: NO (Explain that the card says "no.") Then, hold up a picture of a man. Ask, "Is this a man?" Look for responses. Hold up a picture of a girl and ask, "Is this a boy?" Look about for responses. Continue with other pictures and questions. ■ Needed: Pupil response cards, pictures. *Variation* *Pass out pictures of men, women, boys, and girls to the group. Ask all who have pictures of a man to stand and show their picture. Then, all who have pictures of girls, stand and show their picture. Continue with boys and women. Later, continue with pictures of babies added to the family.* ■ Needed: Pictures of men, women, boys, girls, and babies. • OUR FAMILY Place a picture of a man, a woman, a boy, and a girl on a bulletin board. Lead the children to identify them as: father, mother, brother, sister. Other names used in place of father (dad, daddy, pop) and mother (mom and momma) should be accepted as another way of naming their parents. Have available pictures of similar or other sized family units. Have children point out and name these family members. ■ Needed: Pictures, bulletin board or pocket chart.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES / MATERIALS
CONCEPT BUILDING AND CLASSIFYING (cont.) The child understands that a general classification can be used to identify people, places, and things.	FOR YOUR NOTES	FOLLOW UP: 1. Let children discuss "Work my father does at home and away from home;" "Work my mother does at home and away from home;" "Work for boys" and "Work for girls." Collect pictures of family members working (at home and away from home) or have children draw the pictures. Place them on a bulletin board, label, and discuss them. 2. Have the children discuss ways the family can play together or have fun together. (See also the Social Studies Curriculum Guide, Part B-5, page 8 for other suggested activities.) Let the children draw or paint pictures of the family having fun and post them on a bulletin board. ■ Needed: Paper, crayons, paint, brushes, bulletin board. • WE EAT FOODS ▲ Note: See Building Pre-Reading Skills - Language Kit A for activities developing classifications of vegetables and fruits. Also, Science is Wondering, charts Play "I'm going to the (super) market." Have a stack of pictures of objects, most of which would be found in a market. If the child picks a card that has a food found in a (super) market, he says, "I'm going to the market to buy some _____." He then places the card in a basket or bag. If his object card contains a picture other than a food, he can't go to the market and he places his card at the bottom of the stack (face up). ■ Needed: Pictures of food and other common objects, basket, small box, or bag.
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LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
CONCEPT BUILDING AND CLASSIFYING (cont.) The child understands that a general classification can be used to identify people, places, and things.	FOR YOUR NOTES	*Variation* *Label and paste pictures on bags representing fruits, vegetables, meats, dairy products. Have children select pictures, name them, and put them in the right bag.* ■ Needed: Pictures of a variety of foods. • LOOK IN THE REFRIGERATOR Use the refrigerator from the housekeeping corner. Have a child select pictures of a food, name it, and place it in the refrigerator. ■ Needed: Pictures of foods. • UTENSILS FOR EATING AND COOKING Have the children use the cooking and eating utensils from the housekeeping center. Have the children name the cooking utensils (pot, pan, skillet, and the eating utensils). Mix the utensils in a bag and have the child pick one, name it, and tell whether it is a cooking utensil or an eating one. ■ Needed: Cooking and eating utensils, bag. FOLLOW UP: Let the children pretend to prepare a meal. Have several children set the table for a meal. Let the children select pictures of the foods they'd like to eat. ■ Needed: Cooking and eating utensils, pictures of foods.

LEARNING OBJECTIVES

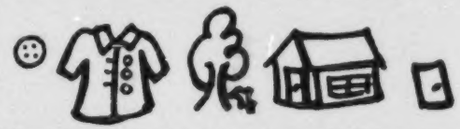
CONCEPT BUILDING AND CLASSIFYING (cont.)

The child understands that a general classification can be used to identify people, places, and things.

TO THE TEACHER

SUGGESTED ACTIVITIES/MATERIALS

- PART OF A WHOLE



Part-whole relationships can be used to remember facts, items, or parts of stories. Display a chart, explaining that each picture on the left shows something that is part of one of the pictures on the right. Have a child select two pictures that go together.

■ Needed: Chart paper, pictures, paste.

- COMMUNITY HELPERS

▲ Note: See the Social Studies Curriculum Guide, Kindergarten-Grade 12, 1967, pages 12 and 13 for additional activities.

- WHO AM I?

After the children have learned about the community helpers, they can play the game "Who am I?" Make statements about the kind of work done and ask, "Who am I?" The child supplies the answer. Statements such as, "I put out the fires. Who am I?" "I bring letters to your house. Who am I?" "I clean your streets. Who am I?"

Variation

Talk about the tools or equipment the helper uses and ask "Who am I?" or "What do I do?"

LEARNING OBJECTIVES

CONCEPT BUILDING AND CLASSIFYING (cont.)

The child understands that a general classification can be used to identify people, places, and things.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- WHO LIVES HERE

Show pictures of various animals and their homes (bird - nest, dog - doghouse, fish - fish bowl) in a mixed-up order. Explain that these are animal pictures and where they live. The place where something or someone lives is called his house (home). Different animals live in different kinds of homes, too. Let the children name the different kinds of homes for people (apartment, flat, bungalow, project, ranch house, house). Have available as many pictures of different kinds of homes as possible. Display them on the chalkrail or on a bulletin board and discuss the kind of house, number of families possibly living there, number of rooms (name some rooms), and how many floors. Also, talk about the parts (interior and exterior) of a house.

■ Needed: Pictures, bulletin board.

▲ Note: See the Social Studies Curriculum Guide, Kindergarten-Grade 12, 1967, page 14, for additional activities.

Variation

Mix the animal pictures and their homes. Pass them out. The first child holds up his card

- PUT IT IN THE CLOSET

Cut a small box down the center back and across the top and bottom. Explain that this is a clothes closet. Have available pictures of clothing and some other common objects. Have the child pick a card, name it, and place it in the closet if it is an article of clothing. If not, he starts a second stack of dead cards.

LEARNING OBJECTIVES

CONCEPT BUILDING AND CLASSIFYING (cont.)

The child understands that a general classification can be used to identify people, places, and things.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- THE TIME OF YEAR

During a science lesson, as you discuss the seasons of the year, develop the idea that certain clothing is appropriate to wear during specific seasons and some is common to all seasons. Make a bulletin board divided in four sections. Place symbols into each section that would suggest a season (swimming - summer, falling leaves - fall, snowman - winter, flowers - spring). Let the children paste articles of clothing on the bulleting board that are worn in the various scenes. Have one section for clothes worn in any season.

■ Needed: Bulletin board, season symbols, pictures, paste.

- TOYS, TOYS, TOYS

▲ Note: See Building Pre-Reading Skills - Language Kit A, pages 120-122 for activities about toys.

Paste pictures of toys (about three) on a paper bag or large envelope. Cut pictures of toys from old magazines and coloring books. Mount them on cards for durability. Mix in a few pictures of other common objects and pass them out to the children. Call on children at random and have them name their picture and place it in the toy bag (envelope). All extra pictures can be placed in an unmarked bag. If the child can place them in a category, let him do so.

- PUT IT IN THE BAG

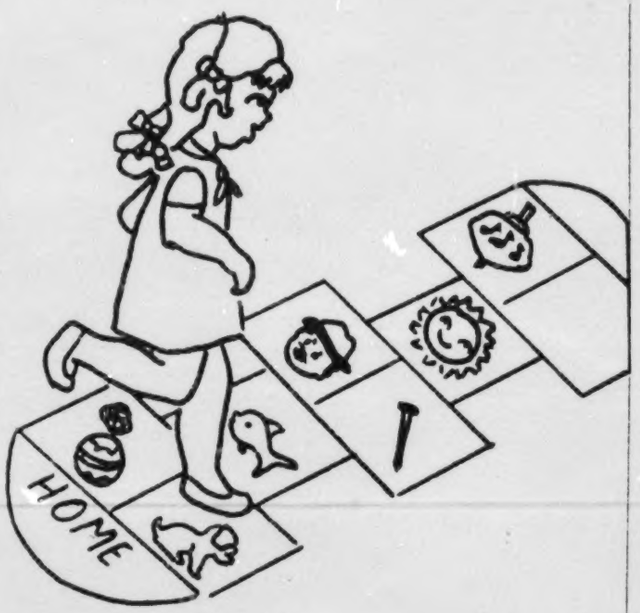
Paste a picture on each of nine bags to represent these categories: people, furniture, pets, clothing, foods, utensils, toys, vehicles and animals. Children can pick pictures from a bag, name it and place it in the right category bag.

LEARNING OBJECTIVES

CONCEPT BUILDING AND CLASSIFYING (cont.)

The child understands that a general classification can be used to identify people, places, and things.

TO THE TEACHER



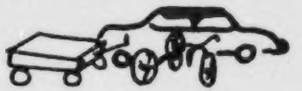
SUGGESTED ACTIVITIES/MATERIALS

- CATEGORY HOPSCOTCH

Mark off a hopscotch game on brown wrapping paper with ten squares, taped to the floor. Write HOME on the starting square and draw pictures to represent these categories: people, furniture, pets, clothing, foods, utensils, toys, vehicles, and animals in the other nine squares. Have a child stand on HOME, toss a pebble or similar object from one category to another and name something belonging in that category such as: people (child says mailman). He then hops on one foot through the squares to get the object and back home. If the child can't name an object for the category, he loses his turn.

■ Needed: Brown wrapping paper (36" x 100")

- VEHICLES



Paste set of pictures representing many ways to ride on pieces of cardboard. Put a piece of velour on the back of each picture so that it will adhere to the flannelboard. Place a label card "Things to Ride" at the t top of the flannelboard. Give each child in the group two or three pictures. Start the classification by such remarks as: "Here is a bicycle (bike). A bicycle is a toy to ride. Does someone have a picture of another toy to ride?" Let each child who has a picture of a toy to ride place it on the flannelboard. Continue at another time with classifications such as: Rides on the Water, Rides in the Air, Rides on Land. (Note that the objects are vehicles with subgroups of land, water, and air vehicles.)

■ Needed: Pictures of vehicles (land, sea, and air) velour paper, flannelboard.

Variation

Using toy vehicles available in the room, let the children identify the toy and tell whether it goes on land, in the air, or in the water.

LEARNING OBJECTIVES

CONCEPT BUILDING AND CLASSIFYING (cont.)

The child understands that a general classification can be used to identify people, places, and things.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- "THINGS TO RIDE" CLASSBOOK

Begin a classbook in which children paste "riding" pictures that they bring to school. One page might be used for automobiles, another for riding toys, another for airplanes, etc. Place the book on the library table so that children can look and talk about it during free periods.

■ Needed: Cream manila paper (folded in half), two sheets of construction paper (for the book cover), pictures, paste or glue, two or three paper fasteners.

- THINGS THAT GO

Paste on large wrapping paper pictures of things that "go" and things that don't move: bicycle, tricycle, wagon, car, truck, bus, airplane, train, boat, house, book, table, chair, desks, and so forth. (You can write the word GO on the sheet.) Have the children find all the pictures of things that "go." When a child selects a picture, have him tell where it goes [on the street, in the air, in the water (lake, river, ocean)]. He can also tell if he has ever been in or used such a vehicle. The remaining pictures (things that don't move) should also be identified. Make sure the children understand that things like tables, books, and desks don't go by themselves. Through the discussion you should develop the idea that "we have to move these things from place to place."

As a follow-up, have the children draw pictures of things that go. These can be displayed on bulletin boards or bound into books for display on the library table.

■ Needed: Wrapping paper (36" x 100"), pictures, paste, paper (8 1/2" x 11"), two sheets of construction paper (8 1/2" x 11"), two or three paper fasteners.

LEARNING OBJECTIVES

CONCEPT BUILDING AND CLASSIFYING (cont.)

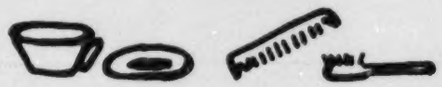
The child understands that a general classification can be used to identify people, places, and things.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- GO TOGETHER THINGS



To strengthen the ability to make associations, arrange on a table such things as a knife, fork, comb, brush, paintbrush, paintbox, pegs, pegboard, beads, and string. Ask the children to look at each object, decide which are used together, and to try to see these pairs of objects in their minds. Cover the objects, then have individuals name the things used together. Uncover them and let the child put together any pair(s) they successfully remember. Rearrange the objects on the table and continue the game.

■ Needed: Several objects used together.

Variation

Place pictures of "go together" things on a flannelboard or pocket chart in random order. Have a child select a pair of objects that"go together;" place them side by side, and call on another child to find another pair.

- CLASSIFICATION GAME

Use the Instructo Classification Game to extend the association of an object with a particular place or room, to the association with a particular kind of store. Start a discussion about the pictured store fronts (Toy, Grocery, Clothing and Pet Store). Have the children note similarities (differences) of these stores to actual neighborhood stores.

■ Needed: Classification Game by Instructo.

- MANY KINDS OF STORES

Write the title "Many Stores" on a sheet of wrapping paper (24" x 36"). Ask the children to name different kinds of stores found in and around their neighborhood. Assign a group to draw pictures of the different

CONCEPT BUILDING AND CLASSIFYING (cont.)

The child understands that a general classification can be used to identify people, places, and things.

kinds of stores on the sheet of wrapping paper. Write in the kind of store. Name some objects such as: ball, apple, shoes, television, flour and have the child "go to that store" on the drawing and identify the kind of store. At another time, paste pictures of objects bought in various stores on one-half a problem card. Distribute the cards among the children or let them draw a card from a stack and put the card before the right store.

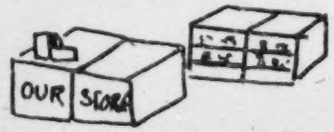
■ Needed: Wrapping paper (36" x 100"), paste, problem cards (cut in half).

Variation

Have children fold a sheet of 8 1/2" x 11" paper in half. On the upper half, have them draw a picture of a store and on the lower half, pictures (four to six) of things they can buy in their store.

■ Needed: Paper (8 1/2" x 11"), crayons.

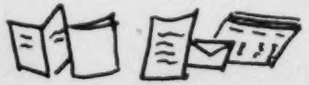
• LET'S PLAY STORE



Set up a play store in the room. Have children bring in empty containers to represent different foods and items. These can be grouped in categories and labeled. A background picture of foods can be drawn on wrapping paper.

■ Needed: Boxes or table, empty containers, labels, brown wrapping paper.

• WE READ



Ask the children to name different things that people read. As a discussion starter, display different types of reading material, such as a

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS

FOR YOUR NOTES

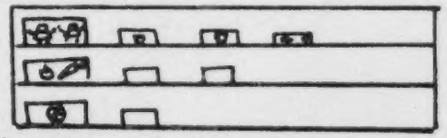
CONCEPT BUILDING AND CLASSIFYING (cont.)

The child understands that a general classification can be used to identify people, places, and things.

newspaper, magazine, letter, comic book, book (child's and/or adult's), songbook, or directions on a cake mix. Explain that these are some things that people read. Then ask the children to think of other things that people read. Ask them why people read these things, developing the idea that people read for different reasons, for information, for fun, to learn a song, and so on.

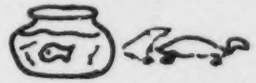
■ Needed: Newspaper, magazine, book (comic, song, child, or adult), and other reading matter.

- CLASSIFICATION GAME



When the children are familiar with three or more categories, they can play this game. Select three categories (food, toys, people). Draw an appropriate picture on 5" x 5" cards to illustrate the three categories. On half a problem card, draw or paste pictures of things for each category. Place the 5" x 5" Category Key Card in the pocket chart. Put the pictures in a stack or in an envelope. To play the game, the children put the small picture cards in their proper place in the pocket chart.

- ANIMAL GROUPS



Wild and farm animal objects may be used to introduce the characteristics of animals as a group. Through discussion, develop the idea of different environments that animals live in, and the understanding of "animal" as opposed to "non-animal," and domesticated animals as opposed to wild animals. Use pictures of animals for grouping wild and domesticated animals. Visit the zoo so that children have an opportunity to see and identify "the real thing."

Variation

Let children separate pictures of animals into groups of wild and domesticated animals.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
CONCEPT BUILDING AND CLASSIFYING (cont.)		▲ Note: See Building Pre-Reading Skills, Kit A - Language, pages 141-148, for additional activities on Zoo Animals, pages 258-272 for Woodland Animals and Mother and Baby Animals, and pages 273-288 for activities on Pets.
	* * * * *	* * * * *
• The child understands that a direction or a position, or both are needed to locate people, places, and things.	The child's world is full of sensory experiences and discoveries. From these experiences comes knowledge of space and spatial relationships. Through a variety of planned activities, the Level 2 child is learning to perceive the position of objects in relationship to himself, and in relationship to each other. He begins to understand that people, places, or things are to the left or right of him or that something is under, on top of, in front of, behind, or beside some other object. He is also learning to use the terms that refer to the spatial relationships between objects.	Self in Space: ▲ Note: Many activities teaching this skill can be found in Level 2 VISUAL DISCRIMINATION, pages 117-122. Also see Building Pre-Reading Skills, Kit A - Language, pages 52-58, 67-68, 108, for additional activities. • ON THE FARM Have the children arrange a farm scene on the sand table or a regular table. Let them place the farm buildings (houses, barn, silo, hen house, etc.), first. Then give directions for placing the animals, such as put the hen inside the hen house, put the horse beside the barn, put the cow behind the silo, etc. • SIMON SAYS Use positional terms as the children play "Simon Says." Sample directions such as the following can be used: Simon says, "Put your hands on your h head;" "Put your crayon box under your chair;" "Put your paper in your drawer;" "Put your hands behind your head."
314		315

LEARNING OBJECTIVES

CONCEPT BUILDING AND CLASSIFYING (cont.)

The child understands that a direction or a position, or both are needed to locate people, places, and things.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- OUR NEIGHBORHOOD

Have the children use small milk cartons, boxes, cereal boxes to construct a replica of the neighborhood. As they discuss the placement of buildings, streets, etc., they will use the spatial terms in front of, behind, beside, next to, over here, under, and so on.

■ Needed: Boxes, milk cartons, green and gray colored construction paper.

Variation

Use the building blocks to construct a neighborhood scene. Discussions similar to those in OUR NEIGHBORHOOD *will evoke the use of spacial terms.*

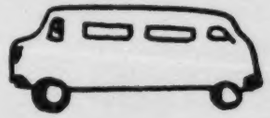
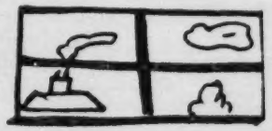
- LOOK AROUND YOU

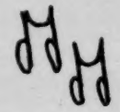
Ask the children to look around the room and tell what objects they see that are over, beside, under, etc., some other objects. Later, ask questions such as: What is under the table; above the bookshelf; on top of my desk; beside the piano?

- SET THE TABLE

When the children are playing in the housekeeping center, teach them to set the table, noting the relative position of knives, forks, spoons, plates, glasses (cups).

■ Needed: Fork, spoon, knife, plate, glass (cup).

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
CONCEPT BUILDING AND CLASSIFYING (cont.)		
• The child understands the absurd and the humorous in rhymes, poems, songs, and stories.	Humor has its basis in that which is illogical and absurd. The Level 1 child learned to recognize the logic and sequence in real life events. The Level 2 child is learning to recognize sequence and logic in pictured situations. Much of the literature written for young children is humorous. It tickles the funny bone because it is illogical or absurd. A child who fails to recognize such absurdities will miss the joy of listening to, and later reading, stories, poems, and rhymes.	• RIDING THE BUS  Let the children pretend they are going downtown on a bus. Set up about ten chairs as if they were seats on a bus. Call on children to take seats on the bus. Then let the class describe the position of the children on the bus. ■ Needed: Chairs. • WHAT DO YOU SEE?  Have the children look out of the classroom window and tell what they see. Encourage the use of position words as the children describe what they see * * * * * ▲ Note: See pages 149-152 in Building Pre-Reading Skills , Kit A - Language for additional activities. Children often have a rather fuzzy understanding of what is real and what is fanciful. In many rhymes, poems, songs, and stories, children hear about animals who have names, and who dress and talk as people do. They also hear about people who do strange things. They must understand that these are unreal characters, unlike real animals, and real people, in a real world. • IS IT REAL? Use poems, stories, and rhymes from the following books: Poetry Time; Time for Poetry; Time for Fairy Tales, Old and New; and the Teacher's Re-

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
CONCEPT BUILDING AND CLASSIFYING (cont.) The child understands the absurd and the humorous in rhymes, poems, songs, and stories.	In addition to the story hour, the morning song period offers opportunities for recognizing the absurd and the humorous. Many of the songs and finger plays the child learns are about unexpected happenings, or unusual animals and people.	source Book - Invitations to Story Time. Choose poems that have unreal or fanciful characters. Discuss why the character is fanciful or the correct sequence in which this event should have occurred. • A FUNNY SONG  Teach the children the song "A Frog Went 'Courting." After they have learned the words ask if this song is an unreal (absurd) or real song and why. • SOMETHING FUNNY Display pictures of real animals and their counter-parts in fanciful clothes. Ask the children to pick out the unreal animals and tell why. Later, have the children fold a sheet of paper (8 1/2" x 11") in half. On half of the paper have them to draw a fanciful character and on the other half a real character. • REAL OR FANCIFUL Say nursery rjymes such as "Mary Had a Little Lamb," "Humpty-Dumpty," and "Hey, Diddle Diddle." Let the children answer whether the animal or person is real or fanciful. • CLASS SCRAPBOOK Let the children collect and paste pictures of real and fanciful animals in two scrapbooks labeled Real Animals and Fanciful Animals.

LEVEL ONE-TWO: EXTENDING VOCABULARY

LEARNING OBJECTIVES

EXTENDING VOCABULARY

- The child knows the meanings of most words used by children of his age and uses them in everyday conversation.

TO THE TEACHER

Whether a word is learned at age one or twenty-one, the learning process is the same. Each time it involves *association*, *selection*, *use*, and *recall*. At the age the average kindergartner enters school, he has gone through this word-learning process an estimated 17,000 times.

According to vocabulary studies, on school entrance the child's comprehension vocabulary is estimated to be 17,000 words and his speaking vocabulary is estimated to be about 2,500 words. Equally astonishing is the fact that he uses every part of speech and every form of sentence. He does this before he knows that there is such a thing as formal grammar.

Most children will benefit from training that increases the number of different words they can comprehend when others speak, that increases their understanding of words that have several meanings, and that increases the number of different words they use correctly in speaking.

New vocabulary is best learned through direct practice in speaking and through informal conversation and discussion. It will be difficult for children to develop in vocabulary if, in the classroom, they are scarcely permitted to use the vocabulary they already know.

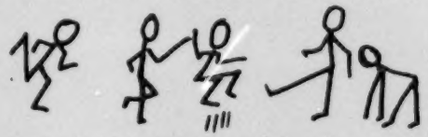
SUGGESTED ACTIVITIES/MATERIALS

Most of the activities listed under the area CONCEPT BUILDING AND CLASSIFYING develop word meanings. See pages 138-143 and pages 149-161 for specific activities that develop the meaning of these general classification terms:

- ANIMALS
- CLOTHING
- FOODS
- FURNITURE
- PLANTS
- TOOLS
- TOYS
- UTENSILS
- VEHICLES

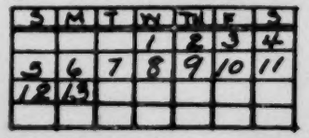
Use also Building Pre-Reading Skills, Kit A-Language, the Science is Wondering charts, and the social studies and science curriculum guides.

- ACTIONS



Numerous opportunities to use verbs (or action words) occur throughout the day during routine classroom activities. Rhythms, singing games, and physical education stunts and exercises not only teach, but also test the child's understanding of word meanings.

- CALENDAR WORDS



Use a bulletin board to construct a room calendar. Let the children tell the month, the day of the week, and the kind of day (weather) it is. Each day, you may fill in the date on the calendar, or (if the dates are already written in) let the children cross out the numerals.

▲ Note: Show the weather information on the calendar with drawings: umbrella (rain), cloud (cloudy), sun (sunshine), etc.

LEARNING OBJECTIVES

EXTENDING VOCABULARY (cont.)

The child knows the meanings of most words used by children of his age and uses them in everyday conversation.

TO THE TEACHER

There are many informal activities teachers can use for vocabulary building. All of the activities listed in this guide under the learning area ORAL LANGUAGE contribute to the correct use of words. Children will learn new words through describing activities, through experiences in building and making things, and through discussion as they work on projects in small groups. The children should take trips and talk about the interesting things they see. Any new language terms they hear should be repeated and explained.

Level 1 children may need to be taught the names of common colors, animals, and objects in the familiar household environment. All children should be taught vocabulary for referring to the parts of the body. They should learn the vocabulary of objects and places in the school building, furniture in the classroom, and materials to work with. Terms in science and nature should be clarified through discussion and experiments.

SUGGESTED ACTIVITIES/MATERIALS

Needed: Bulletin board, marking pen, colored construction paper.

- COLORS

See activities under Visual Discrimination, pages 87-92. See also the Manual for Building Pre-Reading Skills, Kit A - Language, pages 50 and 51.

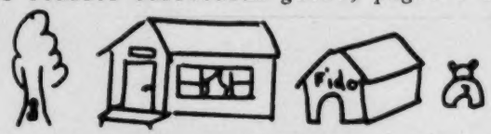
- COMMUNITY HELPERS

See activities COMMUNITY HELPERS and WHO AM I? on page 153. See also the social studies curriculum guide, pages 12 and 13.

- FAMILY WORDS

See activities IN OUR HOUSE and WOODEN FAMILY on page 149. See also the social studies curriculum guide, pages 8-11.

- HOMES



See activity WHO LIVES IN THIS HOUSE? on page 142, WHO LIVES HERE? on page 154, and the social studies curriculum guide, page 14.

- NUMBERS

See the Teacher's Edition of Modern Mathematics Through Discovery, Beginner's Book, pages 12-26 and 41-53, for activities that teach cardinal and ordinal numbers.

LEARNING OBJECTIVES

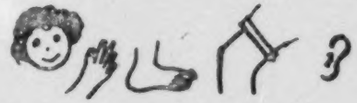
EXTENDING VOCABULARY (cont.)

The child knows the meanings of most words used by children of his age and uses them in everyday conversation.

TO THE TEACHER

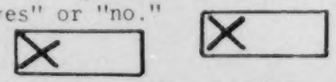
FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- PARTS OF THE BODY 

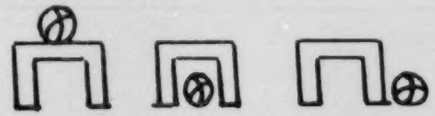
1. Use the popular direction game, "Simon Says," to teach the parts of the body. Commands such as: "Simon says touch your knees; hold your ear; clap your hands; grab your ankles; wink your eye; show me your thumb," etc., give excellent training in listening to, comprehending, and executing directions promptly.

   Note: Commands not prefaced by the words "Simon says" are not to be followed. Children who execute these commands are out of the game.

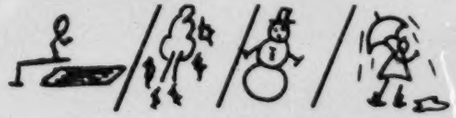
2. Use every-pupil response cards. Ask such questions as: "Is this my nose? my mouth? my elbow?" as you point to a part of the body. Pupils hold up response cards to indicate "yes" or "no." 

3. Have pupils construct a movable boy (or girl) puppet. The children touch and move the parts designated by the teacher, or another pupil.

   Needed: Kraft paper for body parts; paper fasteners.

- POSITION AND DIRECTION 

See activities listed under Visual Discrimination, pages 105-122 and Concept Building and Classifying, pages 161-163. See also the Manual for Building Pre-Reading Skills, Kit A-Language, pages 52-58 and 67-68.

- SEASONS 

See the activity THE TIME OF THE YEAR on page 155.

LEARNING OBJECTIVES

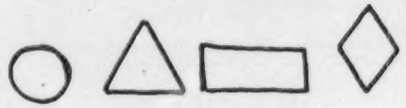
EXTENDING VOCABULARY (cont.)

The child knows the meanings of most words used by children of his age and uses them in everyday conversation.

TO THE TEACHER

FOR YOUR NOTES

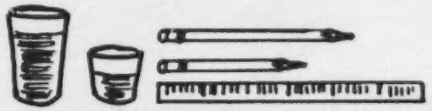
SUGGESTED ACTIVITIES/MATERIALS

- SHAPES 

See the following activities:

- SIZE SHOW, page 95
- SORTING FUN, page 92
- SQUARE, TRIANGLE, RECTANGLE, AND DIAMOND TEMPLATES, page 188
- FINDING CIRCLES ABOUT US, page 189
- PANTOMIMING CIRCLES, page 191
- MAKING CIRCLES AT THE BOARD, page 191
- USING CIRCLE TEMPLATES, page 191
- MAKING CIRCLES ON PAPER, page 192

See also the Teacher's Edition of Modern Mathematics Through Discovery, pages 32-38, for additional activities.

- SIZE WORDS 

See activities listed under Visual Discrimination, pages 87-97. See also the Manual for Building Pre-Reading Skills, Kit A - Language, pages 67, 264, 267, 269, 270.

- SOUNDS

See the following activities:

- OUTDOOR SOUNDS, page 48
- INDOOR SOUNDS, page 48
- OUTDOOR-INDOOR, page 49
- LISTENING WALK, page 49
- MUSICAL ANTICS, page 49

See also the Science is Wondering charts.

LEARNING OBJECTIVES

EXTENDING VOCABULARY (cont.)

The child knows the meanings of most words used by children of his age and uses them in everyday conversation.

TO THE TEACHER

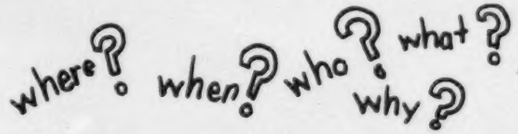
FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- WORDS THAT INSTRUCT

See the activity ROUTINES, page 45. Words commonly used in the school setting should be clearly understood by children [put (place); point to; repeat; draw; hold up; raise (your hand); close (your book); choose (a partner); form a circle; line up, etc.]. Form the habit of demonstrating the appropriate gesture or action as you speak, to assist children in making the correct association between the verbal (words) and the non-verbal (action).

- WORDS THAT QUESTION



See the activity LEADING QUESTIONS, page 20. The frequency with which questions are used in instructional activities makes it imperative that children understand such words as: *who, what, when, where, how, which one, what kind, how much,* and *how many*. Therefore, encourage children to ask questions both of you, and of each other, to reinforce their understanding of these interrogative words.

LEVEL ONE: HANDWRITING

LEARNING OBJECTIVES

HANDWRITING

- The child is learning to control the muscles of his hands and wrists.

TO THE TEACHER

INSTRUCTION IN FORMAL HANDWRITING SHOULD NOT BE INTRODUCED TO LEVEL 1 CHILDREN.

By the time most five-year-olds enter school, they have gained control over gross movements, movements involving the large muscles used in walking, skipping, running, and jumping. Control of finer movements, however, such as movements involving the small muscles used in handwriting, occurs after age five.

As in all skill development, the teacher will note a wide range of differences in motor skills among her children. Some children will have begun already to write legibly. Others will have considerable difficulty just holding a piece of crayon securely. Numerous opportunities to use and strengthen the small muscles of the fingers, hand, and wrist should precede any writing activities.

SUGGESTED ACTIVITIES/MATERIALS

Note: For additional activities see Learning Time with Experiences for Young Children, pp. 106-119.

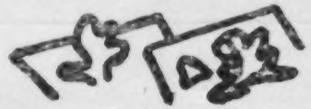
The teacher organizes her children into small groups of two to four and assigns each group (or has each group select) one of the following activities:

- SCRIBBLING

Young children love the idea of "writing"; they enjoy the free movement of arm and hand as much as the contemplation of their finished product. Drawings will sometimes accompany the scribbling. The area used for scribbling -- the floor, an easel, the chalkboard, a tabletop -- must be large enough to allow for freedom of movement up and down, laterally, and diagonally across the surface.

Needed: newspaper, crayon or colored chalk; chalkboard, colored chalk.

- CLAY MODELING



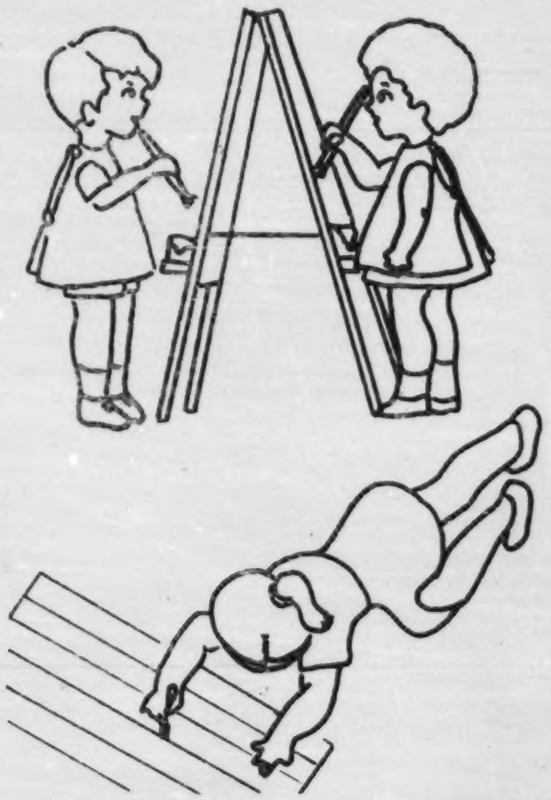
The pounding, patting, kneading and shaping actions in molding clay provide excellent opportunities for exercising finger muscles. Creativity must always be encouraged. Children are given complete freedom to shape and reshape their clay at will during the activity period.

LEARNING OBJECTIVES

HANDWRITING (cont.)

The child is learning to control the muscles of his hands and wrists.

TO THE TEACHER



SUGGESTED ACTIVITIES/ MATERIALS

■ Needed: modeling clay or play dough (see Learning Time with Experiences for Young Children, p. 106, for play dough recipe). Moderately wet sand may also be used, but it does not provide the resiliency and versatility of clay or play dough.

- FINGER PAINTING AND EASEL PAINTING

Encourage the children who finger paint to use their fingertips, knuckles, palms, fists, and sides of the hand.

Most children will enjoy easel painting. Give them a large brush and, initially, only one or two colors. If a child asks what he should paint, suggest several subjects that might be familiar to him: his family, home, favorite toy, animal, or nursery rhymes, what he likes to do, etc. This gives him support and at the same time leaves him a choice.

■ Needed: easel (or tabletop covered with newspaper, or bulletin board taped to chalkboard), one to three colors of easel paint, paint cups or jars, long-handled brushes, 18" x 24" manila paper or 24" x 36" newsprint (unruled side); finger paint, finger painting paper (glossy surface); aprons, plenty of old newspaper to protect floors, furniture, etc. (See Curriculum Guide for the Kindergarten and Ungraded Primary, St. Louis Public Schools, 1967, pp. 92-94.)

- WINDING

The rotary motion of the hand in winding strengthens the muscles of the fingers and wrist. Let children wind and unwind colored yarn, string, cloth or plastic cord from one spool to another. Tie an end of the yarn to an empty spool. Have a child hold the full spool and unwind the yarn while another child is winding the yarn onto the empty spool.

LEARNING OBJECTIVES

TO THE TEACHER

SUGGESTED ACTIVITIES/MATERIALS

■ Needed: colored yarn, string, cloth, plastic cord; discarded spools from adhesive tape, typewriter ribbon, darning thread, Scotch tape and wrapping ribbon, or toilet tissue tubes. Windup toys, egg beaters and manually operated alarm clocks are useful gadgets. A sifter, to wind and shake, adds fun to the sandbox activities.

• FINGER PUPPETRY

Manipulating animal and or people finger puppets, the children act out stories, rhymes, or real life situations during dramatic play.

• POURING AND SPOONING

The children transfer substances from one container to another, filling and emptying the containers. Using a funnel will aid in directing the flow of substances into the containers.

■ Needed: small plastic or metal pitcher, large spoon, or plastic scoop, funnel; small plastic cups, small jars, empty milk cartons, or tin cans (with smooth edges); sand, rice, or water (if provision for spillage into a sink or other receptacle is made.)

LEARNING OBJECTIVES

HANDWRITING (cont.)

The child is learning to control the muscles of his hands and wrists.

TO THE TEACHER

FOR YOUR NOTES

* * * * *

SUGGESTED ACTIVITIES/MATERIALS

- PICKING UP SMALL OBJECTS

The children transfer small objects by hand, one at a time, from a flat surface (tabletop, cardboard) to containers.

■ Needed: cigar boxes each with a misture of two or three kinds of small objects: dried peas, dried beans, and popcorn; small beads, buttons, and pebbles; small bolts, nuts, and washers, etc; two to three small cans, jars, or cartons for sorting objects as they are picked up.

- HANDLING BOOKS

Assign a group to the library center. Show children how to hold a book (preferably with both hands) upright or slanted on the table top or in their laps, and how to turn pages to avoid tearing by raising the upper right-hand corner of the page.

- BRAIDING

Bore three holes in a dowel rod, 1" apart. Pass a shoelace through each hole and secure the three laces to the dowel rod. One child holds the dowel rod stationary while another child braids the shoelaces.

■ Needed: colored shoelaces, 1/2" wide, 27" long; dowel rods, 3/4" in diameter, 1 ft. long.

* * * * *

LEARNING OBJECTIVES

HANDWRITING (cont.)

- The child is learning to control the muscles of his eyes.

TO THE TEACHER

The five-year-old has not gained mastery over his eye movements. His fixations are not always accurate. He sometimes misses an object when focusing at near point. His eye movements lack variety. He is more likely to turn his head than shift his eyes to see what is not in his direct line of vision.

Since efficient eye-movement habits contribute to success in both reading and writing, the teacher should devote brief periods each week to eye movement and focusing activities. At such times the children should practice moving their eyes horizontally, at near and far point, shifting their focus quickly from near to far point, and using their eyes without making unnecessary movements of the head.

A WORD OF CAUTION: The typical five-year-old is farsighted. He finds almost unbearable the continual accommodation of his eyes in focusing closely on small things. He should not be asked, therefore, to spend lengthy periods in intensive work at near-point vision.

SUGGESTED ACTIVITIES/MATERIALS

Copying exercises, such as those used in learning to write, often requires shifts in focus from far point (a chart, a chalkboard) to near point (a seatwork paper, a book). The following activities give practice in far- to near-point focusing.

- FIND ME, Part 1 (Far to Near Point)

Arrange four to six large drawings of familiar objects or animals on the chalkboard (or flannelboard). Give each child a ditto sheet containing these drawings in the same arrangement. Point at random to a drawing on the chalkboard and ask the children to name it. Now ask the children to put a finger on the same drawing on their ditto sheet and name it. Follow this procedure for each drawing.

▲ Note: See APPENDIX, "Simple Line Drawings."

■ Needed: large, simple, line drawings or flannel cut-outs, chalkboard or flannelboard, 8 1/2" x 11" ditto sheets, pointer.

- FIND ME, Part 2 (Far to Near Point)

When all drawings have been found and named, ask the children to look at the large drawing and then find their smaller drawing, without moving their heads. Say: "Remember! Move your eyes. Do not move your head. (Pause) This is a large _____. Point to your small _____." Gradually increase the pace of your instructions. Later, the children color the drawings.

▲ Note: The child who moves his head each time he moves his eyes becomes a very slow copier, and a very tired one as well.

LEARNING OBJECTIVES

HANDWRITING (cont.)

The child is learning to control the muscles of his eyes.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/ MATERIALS

Variations

1. *Place the drawings on the ditto sheet in a different arrangement from those on the chalkboard. Proceed as above.*

2. *Arrange six drawings in two rows, three to a row. Place the drawings on ditto sheets in the same arrangement. Follow the procedure in* FIND ME, Part 1, *except move in order from left to right as you have the children name the drawings.*

- LETTER SCRAMBLE (Far to Near Point)

Give each child four to six small alphabet cards. Have each child arrange his cards in a horizontal row on his tabletop. Stand about six feet from the group and hold up a large, 8 1/2" x 11" alphabet card. (Be sure to stand where all children in the group can see the card.) Ask the children to find and hold up a card that looks like yours. Once the children have become familiar with the procedure, increase the speed with which the cards are shown.

▲ Note: It is not necessary that the children know the names of the letters used. This is an eye movement and focusing activity.

■ Needed: 8 1/2" x 11" alphabet cards of cardboard or tagboard, felt marker; individual alphabet cards (1/2 of a problem card) for each child. The printing on the cards should conform to the examples shown in Adventures in Handwriting, Book 1.

Variations

1. *If the group is small, have the children place a finger on their letter card rather than hold it up. Encourage the children to check their choice each time. Say: "Look at my letter. Now look again at your letter."*

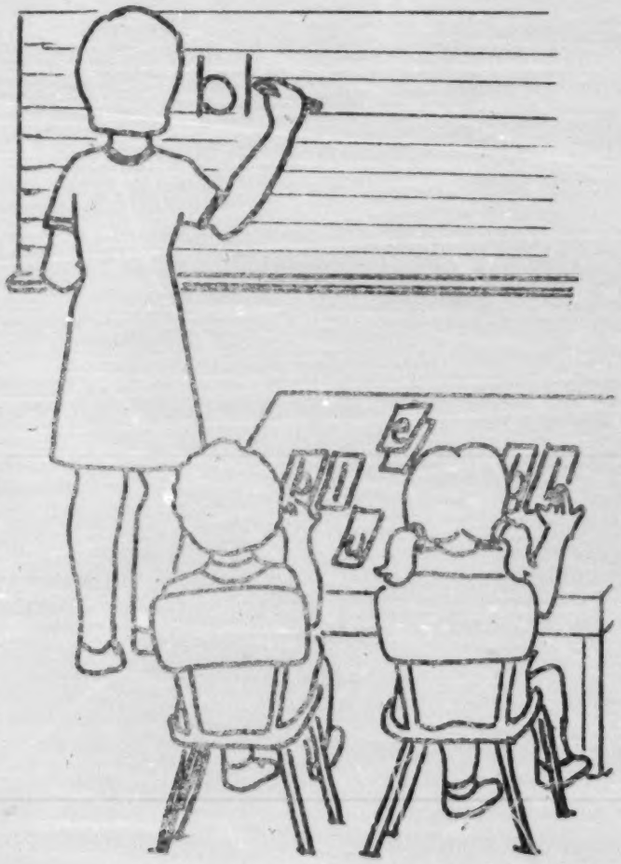
LEARNING OBJECTIVES

HANDWRITING (cont.)

The child is learning to control the muscles of his eyes.

TO THE TEACHER

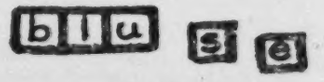
FOR YOUR NOTES



SUGGESTED ACTIVITIES/MATERIALS

2. Use numeral cards instead of letter cards.

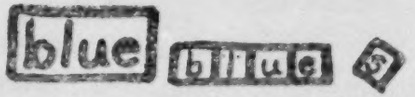
- FOLLOWING ALONG, Part 1 (Far to Near Point)



Slowly write four to six letters in a row from left to right on the chalkboard. Have the children follow along, letter by letter, arranging their individual letter cards on the tabletop in a like order from left to right. You may arrange your letters at times to spell words, but DO NOT ATTEMPT TO TEACH RECOGNITION OF THE WORDS.

■ Needed: individual sets of small alphabet cards, same as for LETTER SCRAMBLE above.

- FOLLOWING ALONG, Part 2 (Far to Near Point)



When all letters are in place, ask the children to push their groups of letters up toward the center of the table until they can see both the chalkboard and their letters without moving their heads. Point to the chalkboard saying: "Put your finger on the letter like this one. Now put your finger on a letter like this one." You may skip about, pointing to letters at random. Caution children: "MOVE YOUR EYES. DO NOT MOVE YOUR HEAD." Gradually increase the pace of your instructions.

■ Needed: same as above.

- ROCKET GAME (Left to Right, Diagonal, Near Point)

Give each child a sheet with the path of the rocket laid out in squares and some type of marker (cardboard square, colored disc or soda bottle cap). Let the children trace the path of the rocket to the moon three or four times with their index fingers, without moving their heads. Pretending their marker is a rocket, the children listen as the teacher

LEARNING OBJECTIVES

HANDWRITING (cont.)

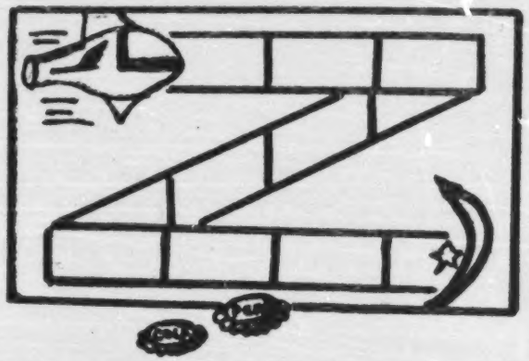
The child is learning to control the muscles of his eyes.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

counts to a number from one to three, then move their rockets that many spaces on the sheets. Movements continue in this manner until the rocket gets to the moon.



▲ Note: The left-to-right eye movement and the diagonal return used here are essential in reading and writing activities.

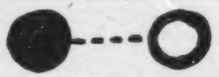
■ Needed: ditto sheets, markers.

Variations

1. *The ditto sheets may be varied with different travelers and targets, e.g. mouse -- cheese, bird -- nest, squirrel -- tree, dog -- bone, etc.*

2. *The teacher may indicate the number of spaces by taping on her desk, clapping her hands, or writing a numeral on the board (provided the children have learned to recognize the numeral).*

• COLOR QUIZ (Horizontal, Near Point)



▲ Note: Stand where you can observe the children's eye movements. Watch for fatigue. Do not have the children engage in this near-point vision sequence more than the number of times suggested here.

Give each child two circles (or squares) of paper, one red and one blue. Have the children place the red circle in front of them slightly to the left and the blue circle to the right, about 5" apart, on their tabletops. Say: "Point to the red circle. Now point to the blue circle. Once more, point to the red circle; now the blue circle. This time, put your hands

LEARNING OBJECTIVES

HANDWRITING (cont.)

The child is learning to control the muscles of his eyes.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES / MATERIALS

in your lap. Look at the red circle. Now look at the blue circle. Move your eyes; do not move your head. Red circle, blue circle; red, blue; left, right; left, right, etc." -- until the children have repeated the left to right sequence ten times. Then say, "STOP!"

■ Needed: two kinds of colored circles, 2" in diameter, for each child. If squares are used, make them 2" wide. Cut circles or squares from heavy construction paper, or mount on cardboard for greater durability.

- COLOR QUIZ (Vertical, Near Point)

▲ Note: Stand where you can observe the children's eye movements. Watch for fatigue. Do not have the children engage in this near-point vision sequence more than the number of times suggested here.

Follow the previous procedure, but have children place the red circle toward the center of their tabletops, directly in front of them. Have them place the blue circle near the bottom edge of their tabletops, about 7" below the red circle. Gradually change the words red, blue to top, bottom and repeat the top to bottom sequence ten times. STOP!

■ Needed: same materials as for preceding activity.

- JACK-IN-THE-BOX (Vertical, Far Point)

One child in a clown's hat stands on a tabletop, 6 ft. from the group. Tell the children to "follow the ball on top of Jack's hat" as the child stoops and stands five times in succession. Encourage the child to stoop without bobbing his head so that the ball on the hat moves vertically. Caution the children: "KEEP YOUR EYE ON THE BALL. DO NOT MOVE YOUR HEAD." Allow two or three children to take turns at being Jack-in-the-Box. Suggested time limit: 3 minutes.

■ Needed: conical cap of Kraft paper with brightly colored circle, 4" in diameter, stapled at the top.

LEARNING OBJECTIVES

HANDWRITING (cont.)

The child is learning to control the muscles of his eyes.

- The child is learning to coordinate eye and hand movements.

TO THE TEACHER

* * * * *

Copying letters requires not only control over the finer muscles of the fingers, wrist, and arm, but also the ability to perceive relationships and to coordinate the movements of hand and eyes. The five-year-old's hand and eyes do not yet work together smoothly. He often spills things, knocks things over, or overreaches his target.

Before Level 1 children attempt any writing exercises, they should be given activities that develop eye-hand coordination. Even after handwriting is introduced, the children should continue these activities daily in order to refine their visual motor skills.

SUGGESTED ACTIVITIES/MATERIALS

- FOLLOWING THE BEE (All direction, Far Point)

Let the children pretend a bee is in the room and they want to keep it in sight. Have them look directly in front of them as you name an object or location, e.g., left side of window ledge, right side, top of chalkboard, your head, the clock, the top of the desk, the flower box. Do not name any location that cannot be viewed without the children moving their heads. Say: "Move your eyes; do not move your head. Look at the bee on the _____. Now the bee is on the _____," etc. Suggested time limit: 2 minutes.

* * * * *

The following routine classroom activities develop eye-hand coordination:

- PAPER FOLDING

This activity is a good one for starting many seatwork lessons. The children use the folds as guidelines to separate their drawings.

Folding paper in half by bringing two edges evenly together will be difficult at first for some children. Dividing paper into multiples of 2 will be easier than odd numbers for most.

■ Needed: manila paper, bogus paper, Kraft paper, construction paper.

▲ Note: Paper folding often precedes cutting and tearing activities. For freehand PAPER CUTTING and PAPER TEARING experiences use newspaper before trying the more expensive colored construction paper.

LEARNING OBJECTIVES

HANDWRITING (cont.)

The child is learning to coordinate eye and hand movements.

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TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

- CUTTING AND PASTING

Have the children make picture booklets (Things We Wear, Toys, Things We Eat, Zoo Animals), murals, charts, and room decorations. Let them use their own drawings or cut out pictures in magazines, catalogues, newspapers, coloring books, etc. Stress the importance of cutting slowly along the outline of each picture.

■ Needed: manila paper, crayons, Kraft paper, magazines, merchandise catalogues, scissors, paste jars, daubers.

- COLORING

Encourage children to try to stay within outlines whenever they color a drawing. First attempts may be poor, but most children improve greatly during the school year.

■ Needed: large simple drawings on ditto sheets, children's drawings.

- FOLLOWING AN OUTLINE

The child traces around the edge of a large cardboard cutout. He then colors his picture and cuts it out, following the outline.

■ Needed: cardboard cutouts of familiar animals and objects, crayons, manila paper.

Variations

1. *Give each child a large, simple, single-line drawing of a familiar object. Have children draw around the outline of the drawing with crayon before coloring it.*
2. *Have the children "follow the dots" in order to make a drawing.*

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LEARNING OBJECTIVES

HANDWRITING (cont.)

The child is learning to coordinate eye and hand movements.

TO THE TEACHER

SUGGESTED ACTIVITIES/ MATERIALS

▲ Note: The dotted outline must be kept very simple and involve no crossing of lines.

- YARN PICTURES

Ditto large, simple, single-line drawings of familiar objects such as a tree, house, wagon, dog, or kite. Give each child a drawing and a portion of colored yarn. The child carefully outlines his drawing with paste and then places the yarn over the paste outline.

When pictures are dry, they may be mounted on brightly colored construction paper for display.

▲ Note: See APPENDIX,"Simple Line Drawings."

■ Needed: ditto sheets of large simple drawings, paste, paste daubers, colored yarn, construction paper.

- BEAN BAG THROW

The children stand 6 ft. apart in a circle and toss the bean bag from one to the other. Small groups of four or five children are best; each child gets more opportunities to throw and catch.

Variations

1. *One child stands in the center of the circle and tosses the bean bag to the others. If he misses, he losed his place to the one who tossed the bag to him.*

2. *Use a box, bucket, waste can, etc., for a target. Each child stands on a throw line 4 ft. away and takes his turn at tossing the bag into the container. Increase the distance between the throw line and the target as the children become more adept.*

LEARNING OBJECTIVES

HANDWRITING (cont.)

The child is learning to coordinate eye and hand movements.

TO THE TEACHER

FOR YOUR NOTES

SUGGESTED ACTIVITIES/MATERIALS

▲ Note: A ball may be used for any of the above, but may prove more difficult to toss and catch than a bean bag.

- RING TOSS

See *Variation 2* of BEAN BAG THROW.

- SPOON RELAY

Divide class into groups of six. Have each group stand, single file, behind a starting line. Draw a goal line approximately five yards away from the starting line. When the word "GO" is called, the first child in each group leaves the starting line, carrying in his hand a round bead (or pea) in a teaspoon. The child walks quickly to the goal line, turns, and comes back to the starting line without dropping the bead. He then carefully hands the spoon to the second child in line who repeats the action. This continues until all six children have had a turn. The first group to finish wins the relay.

▲ Note: Adjust rules of the game as the skill of the children increase.

■ Needed: teaspoons, beads (or peas).

Variation

Have children carry a cubical block, or a square bead, or a 12" ruler.

- INLAY PUZZLES AND INLAY BOARD FOR SHAPES

- COLOR CONE

LEARNING OBJECTIVES

HANDWRITING (cont.)

The child is learning to coordinate eye and hand movements.

TO THE TEACHER

ORGANIZING THE ACTIVITY PERIOD

A FREE ACTIVITY PERIOD should be part of every teacher's daily schedule. Such a period allows freedom to choose an activity, freedom to talk, freedom to move about, and freedom to enjoy. It engages active minds and hands in tasks that teach as well as entertain.

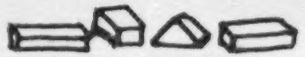
All of the activities listed on pages 171-174 and pages 183-185 are experiences enjoyed by most children. When carefully planned and organized by the teacher, these activities become the nucleus of the Free Activity Period.

Keep activity groups small, about two to six children. This makes possible greater interaction between children and encourages informal conversation. It also permits better management of the activity period.

Each child should be allowed to choose his activity if at all possible. The wise teacher will be certain, however, that a child needing a specific skill is guided once in a while toward an activity that gives him practice. Where a particular device or gadget is limited in number, the teacher will have to schedule the children to give all a turn at using it.

SUGGESTED ACTIVITIES/MATERIALS

- BUILDING BLOCKS



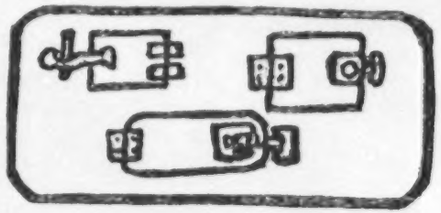
- TINKERTOYS

A variety of activities are assigned to children. Building and construction, block and bead design, and tool manipulation are possible with the Tinkertoy Kit.

- DRESSING FRAMES

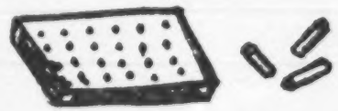
The children work at five tasks related to dressing one's self: lacing, tying, zipping, buttoning and unbuttoning, and opening and closing snap fasteners. Use the LACING SHOE for additional practice in lacing and tying.

- MANIPULATIVE LOCK BOARD



The child manipulates various types of locks, latches, hinges, bolts, and screws.

- PEGBOARDS AND COLORED PEGS



See the APPENDIX, "Suggested Pegboard Designs," for suggestions of pegboard activities that teach color and sequence.

LEARNING OBJECTIVES

HANDWRITING (cont.)

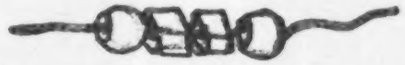
The child is learning to coordinate eye and hand movements.

TO THE TEACHER

AN ACTIVITY CHART, under "Suggested Activities/Materials" on this page, describes a means of organizing the Free Activity Period and of varying each child's participation from day to day.

SUGGESTED ACTIVITIES/MATERIALS

- COLORED BEADS AND SHOELACES



Stringing beads is used to teach colors, shapes, and sequence while developing eye-hand coordination.

■ Needed: box of colored beads, shoelaces, design cards. See page for design cards and suggested bead activities.

- AN ACTIVITY CHART

Make a large picture chart of selected manipulative materials and activities such as those listed on pages 171-174 and 183-185. (See illustration at right.) Do not print the children's names on the chart. Print on separate paper or on a card. Place a group of names beside each picture.

Rotate the names of the children, varying their activities each day. Teach the children how to "read" the activity chart, how to locate needed materials and equipment, and how to put away their materials when the activity period is over.

■ Needed: one 26" x 38" bulletin board (two boards if group is large), drawings or pictures cut from school supply catalogues, problem cards (or slips of Kraft paper, manila paper, etc.), felt marker.

LEVEL 2: HANDWRITING

The child maintains Level 1 skills.

LEARNING OBJECTIVES

HANDWRITING

- The child can make the lines and circles used in handwriting.

TO THE TEACHER

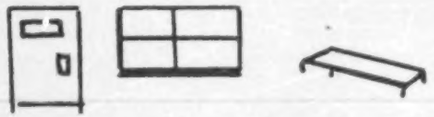
INSTRUCTION IN FORMAL HANDWRITING SHOULD NOT BE INTRODUCED TO LEVEL 2 CHILDREN.

READINESS for written expression should be stressed during the first year of school. Individual children do very little writing during this time but they are introduced to the idea of writing and the purposes for which it is used. There are many occasions during the day in which written expression serves an immediate purpose. The children tell the teacher what to write on the chalkboard, experience chart, or in a letter to a sick classmate. As they see the purpose and use of the written word in these activities, understanding of, and readiness for, writing grows.

Writing is dependent upon the physical coordination developed by a child. The Level 1 child performed many activities designed to increase his eye-hand coordination; the Level 2 child continues these activities. In addition, he learns to draw the lines and circles used to make the letter forms of the alphabet.

SUGGESTED ACTIVITIES/MATERIALS

- FINDING LINES



There are lines all about the classroom but some children must be led to see them as such. Draw a line on the board, calling it by name. Ask children to find things that are made of lines. Let them trace the line with their fingers on the door, on the table, on a book.

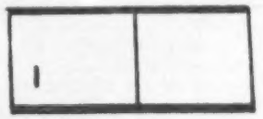
- FINDING LINES IN PICTURES

Assemble pictures that have objects made of lines. Coloring books generally have simple, easily recognizable pictures that can be used for this purpose. Give pictures to several children. Let them locate the lines and trace along them.

▲ Note: Individual acetate boards may be used for this tracing activity. See APPENDIX, THINGS TO MAKE, page , for individual acetate boards

■ Needed: Pictures from a coloring book, a magazine, or catalogue, crayon.

- PANTOMIMING LINES



The children have located lines in objects and pictures. Now they can learn to draw a line. Make a vertical line on the board, saying, "This is a line. When we make a line, we start at the top and pull straight

LEARNING OBJECTIVES

HANDWRITING (cont.)

The child can make the lines and circles used in handwriting.

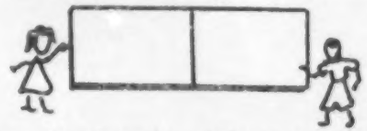
TO THE TEACHER

The teacher begins by leading the children to observe that lines and circles may be seen as a part of many familiar objects. After this observation, the children practice making lines and circles at the board, and at their tables. The chalkboard templates should be used at this time. Use of the templates will help to develop the child's control and continuity of hand movements as he makes the lines forming squares, triangles, rectangles, diamonds, and circles. Then the children draw some of the simpler objects such as a balloon on a string, a sucker on a stick, or wheels on a wagon. These exercises should be done at the chalkboard or easel at first, then later on unruled paper at the children's desks.

SUGGESTED ACTIVITIES/MATERIALS

down to the bottom." Repeat the directions, pantomiming the action in the air. "Now see if you can make a line in the air, just the way I did. Remember -- start at the top and pull straight down to the bottom." Let children practice a few lines in the air as you say the directions.

- MAKING LINES AT THE BOARD



Review practicing a few lines in the air with directions. Then draw a line on the chalkboard as you say "To make a line, start at the top, pull down to the bottom." Let three or four children take turns making lines on the chalkboard as you repeat directions. Children with poor muscular control can trace your lines before making their own.

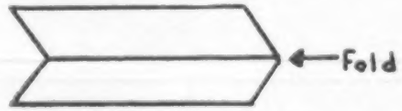
- SQUARE, TRIANGLE, RECTANGLE, AND DIAMOND TEMPLATES

Have the child use the square and rectangle templates to make horizontal and vertical lines. Have him use the triangle and diamond templates to make diagonal lines.

▲ Note: Allow each child about two feet of chalkboard space.

■ Needed: square, rectangle, triangle, and diamond templates.

- MAKING LINES ON PAPER



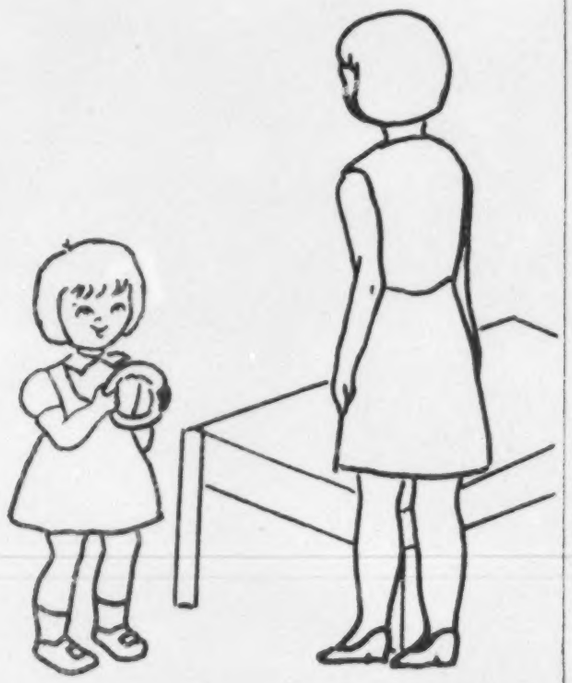
Fold a sheet of 8 1/2" x 11" paper in half the long way. The children fold theirs and put them aside. Say, "Watch me as I make a line on my paper. I start at the top (on the fold) and pull down to the bottom." Now have the children place their papers in front of them with the fold at the top. "Let's see if you can make a line on your paper. Now start at the top, pull down to the bottom." Make another line. Give directions.

LEARNING OBJECTIVES

HANDWRITING (cont.)

The child can make the lines and circles used in handwriting.

TO THE TEACHER



SUGGESTED ACTIVITIES/MATERIALS

- ADD-A-LINE

Play the game of Add-a-Line. Start by drawing a line on the chalkboard and saying, "I want to make a house. We will have to add lines until it is finished. Who can add the next line?" Continue calling on children until the drawing is finished. The teacher may need to complete one drawing before the children begin the game.

- FINDING CIRCLES ABOUT US

Many familiar objects found in the classroom have a circular shape. Some children do not recognize this similarity of shape and have to be led to this awareness. First draw a large circle on the chalkboard and have children name the shape. Then have the children name things in the room that have this shape. If the object is within the child's reach, let him touch it, name it, and make a statement about its shape; for example: "This is a table." (The library table) "It's shaped like a circle." Give help if children have trouble finding objects about the room.

▲ Note: See OBSERVING ROUNDNESS in Learning Time With Language Experiences for Young Children, page 101.

Variations

1. *Have five or six objects on the table. Most of the objects should have a circular shape. Have the children pick out the objects shaped like a circle. Having the child trace the shape will help the teacher identify children who do or do not recognize the circle. Children who do not should be given additional practice.*

■ Needed: circular shaped objects such as a button, a play coin, a quoit, a jar top, etc.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/ MATERIALS

HANDWRITING (cont.)

The child can make the lines and circles used in handwriting.

FOR YOUR NOTES

2. *Have children name other things they can recall that have a circular shape (a wheel on a bicycle or tricycle, a tire, a balloon, a sucker, etc.). The teacher can make up riddles to stimulate their thoughts: "I'm thinking of something shaped like a circle. It has a hole in the middle. You can eat it. What is it?" (A doughnut or a cookie) "I'm thinking of two things shaped like a circle. They are found on a bicycle. What are they?" (Tires or wheels)*

3. *Draw or paste pictures, some circular, some not, on a large sheet of newsprint, 24" x 36". Have children trace around the circular-shaped objects and identify them.*

■ Needed: magazine or coloring book pictures, drawings, 24" x 36" newsprint, paste, felt marker, crayons.

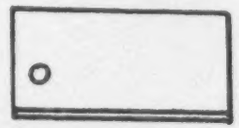
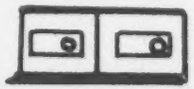
• A BOOK OF CIRCLES

Make a booklet as a class activity. Collect pictures from a magazine or catalogue or have children locate and cut out pictures of things shaped like a circle. Paste these pictures in a booklet. Children may add to the booklet as they find other pictures. The can browse through the booklet if it is placed on the library table.

■ Needed: magazines, scissors, paste, paper (12" x 18").

• MAKING THINGS WITH CIRCLES

Have available circles of varying sizes and colors of construction paper. Children combine circles of various sizes to make familiar objects. There will be no limit to the number of objects made except the child's imagination. He builds and rebuilds as he discovers new forms.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
HANDWRITING (cont.) The child can make the lines and circles used in handwriting.	FOR YOUR NOTES	■ Needed: construction paper in several colors, circles of several sizes, envelope or box to store the circles. • PANTOMIMING CIRCLES Now that the children recognize circles in familiar objects, they pantomime the shape to accompanying directions. Draw a circle on the chalkboard. Have children name objects in the room or recall other things that are shaped like the circle. Children may name the clock, a ball, a wheel, a tire, a doughnut, a sucker. The children then watch as the teacher pant omimes making a circle in the air. Say, "Start here, go around (counter-clockwise), down, up, and close. Now you make a circle in the air, just as I did. Start here, go around, down, up, and close. Try it again." (Repeat directions.) Watch and offer suggestions as the children pantomime. • MAKING CIRCLES AT THE BOARD  Say, "Let's make a circle in the air. Start here, go around, down, up, and close." Make several circles in the air with the children. Then make a circle on the chalkboard, repeating directions. Have three or four children take turns making circles. Let the class say the directions as a child makes a circle on the chalkboard. By adding an additional line or so, have children make the circles into familiar objects. • USING CIRCLE TEMPLATES  The child uses the template to make circles with a counter-clockwise as well as a clockwise motion.
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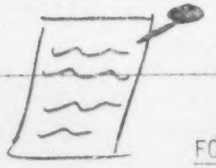
LEARNING OBJECTIVES

HANDWRITING (cont.)

The child can make the lines and circles used in handwriting.



TO THE TEACHER

FOR YOUR NOTES

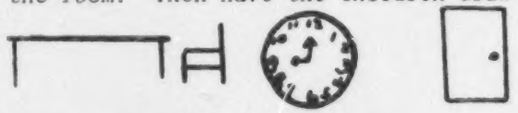
SUGGESTED ACTIVITIES/MATERIALS

▲ Note: Allow each child about two feet of chalkboard space.

■ Needed: circle template.

- MAKING CIRCLE AND LINE OBJECTS

Now that the children know how to make the line and the circle, have them draw objects that combine the two shapes. Begin the lesson with finding familiar objects in the room. Then have the children draw some of the simpler objects.



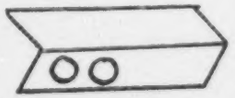
■ Needed: manila paper (8 1/2" x 11"), crayon.

▲ Note: individual chalkboards (see APPENDIX, THINGS TO MAKE, page) may be used for this activity.

- LINE AND CIRCLE BULLETIN BOARD

Assemble pictures or drawings made of lines and circles. Have the children identify the objects and locate the lines and circles. Replace the pictures with new ones occasionally.

- MAKING CIRCLES ON PAPER



Have each child fold his sheet of 8 1/2" x 11" paper in half the long way, then put it aside. On your folded paper, make a circle as you say, "I'm going to make something. Watch me and tell me what it is." Draw a circle on your paper and ask, "What did I make?" After children reply, have them say the directions as you draw another circle. Now have the children

LEARNING OBJECTIVES

HANDWRITING (cont.)

The child can make the lines and circles used in handwriting.

- The child can legibly print his first name.

TO THE TEACHER

* * * * *

The child's first attempts at writing his name are experimental and exploratory. His letters are usually large and irregular in size. His sense of left-to-right movement has not been firmly established, so some reversal of the whole name or individual letters in the name can be expected. He writes with a free swinging movement similar to that used in drawing. Most of his handwriting readiness activities should be done at the chalkboard to accommodate the wide movements of his arm, hand, and wrist. It is unusual, at this level, to find a child who does not enjoy writing at the board. If you have limited chalkboard space, you may tape unprinted newsprint (24" x 36") on available wall space for handwriting activities.

When the child works at his seat, he should write on unruled paper or newsprint and use a large crayon. Crayon, rather than a pencil, is recommended because the child usually finds crayon easier to hold and manipulate. As individual children show improve-

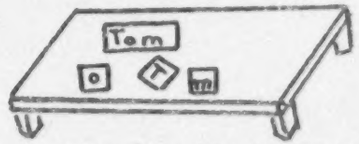
SUGGESTED ACTIVITIES/MATERIALS

place their papers on the table with the fold at the top like this. Let them make a circle on their papers as you say the directions. Encourage them to swing freely.

■ Needed: manila paper (8 1/2" x 11"), crayon.

* * * * *

- BUILDING NAMES



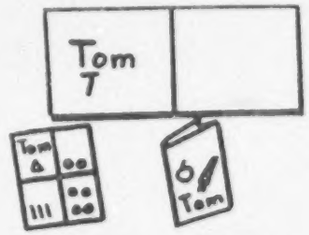
Tape each child's name card to his tabletop. Give him a set of alphabet cards needed to spell his name. Explain that he is to spell his name with these alphabet cards, using his name card as a model. (Be certain each child has the capital letter card needed to begin his name.)

■ Needed: NAME CARD: problem cards, felt marker, acetate for cover, tape; LETTERS: alphabet cards (1/2 problem card), felt marker.

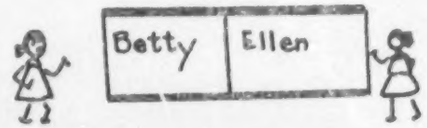
▲ Note: The child can use felt or pellon letters on individual flannel boards for this activity. See APPENDIX, THINGS TO MAKE, page for individual flannel boards, pellon or burlap letters, and name cards.

- NAMES PRINTED ON SEATWORK OR CHALKBOARD

Using his name card as a model, the child prints his name on seatwork papers, paintings, booklets, etc. When he no longer needs his name card as an aid, he discards it.

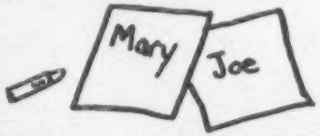


LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
HANDWRITING (cont.) The child can legibly print his first name.	ment in eye-hand coordination they may be allowed sometimes to use a primary pencil.	



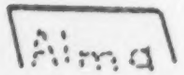
Allow a child about two feet of board space for printing his name. For use as a model, print his name on the board slightly above eye level. To avoid fatigue, sessions should last no more than five minutes.

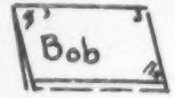
- NAME TRACING



Print the child's name on a sheet of paper. Let him choose a crayon to trace over his name.

Variations

1. *Make the child's name*  *with dots (or broken lines). Let him connect the dots with crayon. After connecting the dots, have the child trace over his name.*

2. *Print the child's name on a sheet of paper.* 

Clip a sheet of acetate or heavy clear plastic over the paper. Have the child trace his name on the acetate with crayon. When checking, point out errors to the child. He can erase and trace again.

Needed: crayon, acetate or clear plastic, name sheets, and tissue, paper napkins or old cloth. For Acetate Boards see APPENDIX, THINGS TO MAKE, page

Letter-tracing activities are excellent for correcting reversal errors and errors in form.

LEARNING OBJECTIVES

HANDWRITING (cont.)

The child can legibly print his first name.

TO THE TEACHER

Many children learn to write before coming to school. Some children will enter school writing their names with all capital letters. This is not acceptable as correct manuscript form. The Level 2 child should learn to write his first name with a capital and small letters. Those children who are able should be encouraged to write their last names also. NOTE: FORMAL INSTRUCTION IN HANDWRITING SHOULD NOT OCCUR AT THIS LEVEL. Handwriting readiness activities should be more individual, than group, in nature.

In children's first attempts at writing, the teacher should provide some supervision to prevent them from acquiring undesirable habits. As the teacher observes the group at work, she notes those needing help, giving it where needed. It will prove profitable to some children to have them trace the letter forms causing difficulty. Sandpaper, felt, pellon, or masonite letters may be used for this purpose. The child places his forefinger on the letter and traces it to get the feel of its shape. Tracing letters in sand produces a similar result. This tactile sensation, along with the visual and motor impressions, aids the child's perception of the letter form.

SUGGESTED ACTIVITIES/MATERIALS

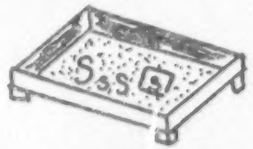
- TRACING LETTER SURFACES

Using letters made of masonite, sandpaper, or burlap, the child traces over the surface of the letter to get the feel of its shape. As he traces, the child says the name of the letter if he knows it.

▲ Note: This activity is very helpful for the child having difficulty copying specific letters in his name.

■ Needed: masonite, sandpaper, or burlap-on-cardboard letters. See APPENDIX, THINGS TO MAKE, page for sandpaper and burlap letters.

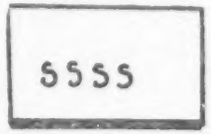
- SAND TRACING



When working at a sand table, have the child trace letters with his forefinger in the sand. He uses his name card or individual alphabet cards as a model. If a sand table is not available, cover the tabletop with newspaper or kraftpaper; let two to four children trace letters in sand-filled hosiery boxes.

■ Needed: sand table, hosiery box (or similar shallow box), sand; name card, alphabet cards.

- CHALKBOARD TRACING



Have the child write the letter that causes him difficulty. Write the letter to be traced on the chalkboard five times. The child traces over each letter twice, saying its name as he traces. These sessions should be limited to three minutes.

LEARNING OBJECTIVES

HANDWRITING (cont.)

The child can legibly print his first name.

- The child is learning to copy words that label or identify.

TO THE TEACHER

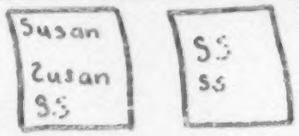
* * * * *

As the child's writing experiences increase and his coordination improves, he may learn to copy a few words that label. Usually he indicates this readiness by voluntarily copying labels or signs and asking, "What's this?" or "Does this say _____?" The teacher might capitalize upon this interest by labeling objects around the room.

There are usually three to five left-handed children in the average classroom who may pose a problem for the teacher. Hand dominance for most children has been established by the time they come to school, and it is recommended that the child with left-handed dominance be trained to write with his left hand. Some specific guidance is needed, however, to prevent his acquiring poor habits. Casually placing his paper on the tabletop slanted toward the right, pointing the top of the crayon toward his left shoulder or seating him so that a neighboring child does not interfere with his arm movements should prove helpful.

SUGGESTED ACTIVITIES/MATERIALS

- SEATWORK TRACING



If chalkboard space is limited, some children may use manila paper at their seats. Have the child trace one or more letters from his name or trace his whole name.

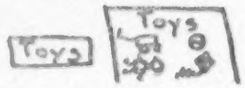
Needed: manila paper, crayon.

* * * * *

- PRINTING LABELS

Give the child a worksheet with labeled drawings. Have the child trace over the labels on his worksheet and later copy the same word on the line below. Then have the child color the drawings.

Needed: worksheet, crayons.



After coloring or drawing pictures of toys, fruits, or clothing, have the child copy the appropriate caption on his seatwork paper from a model.

Needed: worksheet, drawings, magazines or catalogues, scissors, paste, problem cards for label models, crayon.

Have the child select pictures of animals, foods, toys, or people to cut out and paste in a booklet. Then he copies the appropriate label on his booklet.

Needed: magazines, catalogues, scissors, paste, crayon; problem cards for label models.

▲ Note: Labels may be filed in an envelope or box to be used when needed.

LEARNING OBJECTIVES	TO THE TEACHER	SUGGESTED ACTIVITIES/MATERIALS
HANDWRITING (cont.) The child is learning to copy words that label or identify.	The teacher's writing serves as a model for children; it should be firm, bold and exact. If she does not feel at ease manuscripting, she should practice the manuscript forms. A copy of Adventures in Handwriting, Book I, is given the teacher solely for the purpose of providing her with a model. All printing done by the teacher (labels, name cards, experience charts, stories, chalkboard exercises, ditto worksheets) should conform to the examples in Adventures in Handwriting.	

THE TEACHER'S PROGRAM

The teacher should carefully plan each school day. Following regularly a planned schedule of activities will help to insure that classroom time will be given to all curricular areas. Furthermore, if approximately the same schedule is kept each day, children will develop a sense of security from knowing what to do and how things are done.

Activity periods should be suitably brief because of the young child's short attention span. Quiet periods should be alternated with active periods whenever possible to give variety to the classroom program and to prevent fatigue. Even though it is strongly suggested that she follow a scheduled program, the teacher should keep her planning flexible enough to afford opportunities to meet the emerging interests and needs of her pupils from day to day.

The general area of language arts, which includes listening, speaking, and a variety of reading and handwriting readiness activities, should be allotted the greatest portion of classroom time. Since much of the mathematics, social studies, science, and music curricula for Level 1 and 2 children is correlated with language arts and will involve listening and speaking activities, up to 80 percent of the total classroom time might very well be devoted to the broad area of language arts. Consult the curriculum guides for mathematics, social studies, and science for the specific concepts to be taught in these areas.

The suggested programs on the following pages may be used with Level 1 or Level 2 children. However, should some Level 2 children indicate, during the second semester, the ability to begin using the reading readiness books from the basal program, a few changes in the afternoon schedule will be necessary. See notes under "Readiness Activities" and "Free-Activity Period," pages 201 and 202.

* * * * *

A SUGGESTED A.M. PROGRAM

(The times are approximate. Local schedules for recess periods will vary.)

8:30 a.m. - 9:05 a.m.	Organized Activities *(This is an integrated period during which the following kinds of activities take place: opening exercise, attendance roll call, collection of milk money, marking of calendar, sharing time, and the planning period for the day.)*

▲ Note: The sequence of activities during this period will vary from day to day, and not every activity will be included each morning.

9:05 a.m. - 9:20 a.m.	Singing and Rhythms *(This period may include songs, singing games, finger plays, rhythms, and the use of rhythm band instruments.)*
9:20 a.m. - 9:45 a.m.	Readiness Activities *(A variety of activities can take place during this period, e.g., visual and auditory games; handwriting readiness activities using the flannelboard; using reading readiness charts and books; seatwork activities of coloring, cutting, and pasting; number activities.)*
9:45 a.m. - 9:50 a.m.	Teacher-Pupil Evaluation of Previous Period
9:50 a.m. - 10:10 a.m.	Snack Time, Informal Conversation, Preparation for Recess ▲ Note: See page 16, SNACK-TIME CHATTER.
10:10 a.m. - 10:40 a.m.	Recess and After-Recess Rest Period
10:40 a.m.- 10:55 a.m.	Discussion Time *(This period may be used to develop concepts and extend vocabulary through science, social studies, and health and safety discussions.)*
10:55 a.m. - 11:20 a.m.	Free-Activity Period ▲ Note: See page 15 for organizing the free-activity period and for suggestions concerning activities and materials. See page 16 for making an activity storybook. *(This period should include a broad range of pupil-selected activities, such as painting; clay modeling; playing in the playhouse; using puzzles, puppets, and other manipulative devices; browsing at the library table.)*
11:20 a.m. - 11:30 a.m.	Evaluation of Free-Activity Period and Cleanup
11:30 a.m. - 11:45 a.m.	Story Time *(This period should include listening to rhymes, poems, stories, and riddles, reciting rhymes, and telling and dramatizing stories and poems.)* ▲ Note: See APPENDIX "The Story Hour" for suggested readings during the story hour.
11:45 a.m. - 12:00 p.m.	Evaluation of the Day's Activities, Preparation for Dismissal

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A SUGGESTED P.M. PROGRAM

(The times are approximate. Local schedules for recess periods will vary.)

12:45 p.m. - 1:10 p.m.	Organizational Activities *(Include the following kinds of activities: opening exercise, attendance roll call, marking the calendar, planning period for the afternoon's activities.)*
1:10 p.m. - 1:20 p.m.	Singing and Rhythms, Finger Plays, Singing Games
1:20 p.m. - 1:35 p.m.	Conversation Time *(This period should include such activities as sharing; show and tell; discussing films and filmstrips; discussing science, social studies, and health and safety materials.)*
1:35 p.m. - 1:50 p.m.	Readiness Activities *(Include visual and auditory activities, counting activities, and number games.)* ▲ Note: During the second semester, with Level 2 children who indicate their readiness, use this period daily for work with the readiness books and charts from the basal reading program. See note under "Free-Activity Period" below.
1:50 p.m. - 1:55 p.m.	Evaluation of Work During Previous Period
1:55 p.m. - 2:20 p.m.	Recess and After Recess Rest Period
2:20 p.m. - 2:45 p.m.	Free-Activity Period *(This period should include a broad range of pupil-selected activities, such as painting; clay modeling; playing in the playhouse; using puzzles, puppets, and other manipulative devices; browsing at the library table.)* ▲ Note: See page 15 for organizing the free-activity period and for suggestions concerning activities and materials. See page 16 for making an activity storybook. During the second semester with Level 2 children, use this period two days per week for auditory, visual, and number games requiring motor (active) responses.
2:45 p.m. - 2:55 p.m.	Evaluation of Free-Activity Period and Cleanup

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2:55 p.m. - 3:05 p.m.

Story Time

(This period should include listening to rhymes, poems, stories, and riddles, reciting rhymes, telling and dramatizing stories and poems.)

▲ Note: See APPENDIX "The Story Hour" for suggested readings during the story hour.

3:05 p.m. - 3:15 p.m.

Evaluation of the Day's Activities, Preparation for Dismissal

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Materials Available to Kindergarten Teachers

CURRICULUM GUIDE FOR:

Levels in English; KG - Grade 12 -- 1968

Kindergarten and Ungraded Primary -- 1967

Mathematics, KG - 12 -- 1966

Social Studies, Volume I -- 1967

Science, Health, and Safety -- 1966

Physical Education - Kindergarten and Ungraded Primary -- 1969

Filmstrip Handbook for Elementary Schools -- 1963

Audiovisual Guide, Kindergarten and Ungraded Primary -- 1964

An Interim-Audiovisual Guide, Kindergarten and Ungraded Primary -- 1970

TEXTBOOKS

Cat. No.	Title	Quota
06855	We Read Pictures	20/K-2 group
06856	We Read More Pictures	20/K-2 group

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SUPPLIES

Cat. No.	
01902	Beads, wooden, 144 to box
01903	Blocks, 1" cubical counting, 100 colored cubes to the box (1 box per KG teacher)
01906	Boxes, metal, for holding blocks, with detachable lid and equipped with rollers
01909	Boxes, empty, for crayons, etc. (1 per pupil)
01912	Cards, Problem, 3" x 7", 100 to package
01060	Crayons, Wax - 1 box per pupil per semester
01914	Chalk, Yellow, 1" diameter, 36 pieces to box
01916	Clay, Modeling (4 pcs. to box) (6 boxes per room per year)
01917	Plastic Bags, for use with modeling clay (by teachers only) (Quota: 5 per teacher per room)
01920	Containers, for holding of balls, etc.
01922	Cooking Utensils, toy, aluminum
01924	Cutlery, toy, aluminum
01926	Dishes, toy, aluminum

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Cat. No.	
-----	Felt, assorted, dozen 9" x 12" pieces (Quota: 1 pkg. per semester per teacher)
01925	Flannel Board, 24" x 36", folds to 18" x 24" (Quota: 1 per kindergarten room)
01350	Chart Rack, Metal - to be used on tabletop (Quota: 1 per kindergarten teacher)
01928	Game, color cone
01929	Game, Lacing Shoe, Old Woman
01930	Game, ring toss, quoits
01932	Iron, toy
01935	Life Size Vegetables and Fruits, 12 plastic (Quota: 1 set per room)
01937	Marker, felt tip, black ink (Quota: 3 per teacher per semester)
01938	Marker, felt tip, red ink (Quota: 2 per teacher per semester)
01939	Mirror, with frame, approximately 12" x 36"
01954	Paper, special 1" ruled one side, 24" x 36", 100 sheets to pkg. (1 pkg. per each 10 pupils per year)
01201	Paste, School, qt. jar (Quota: 1 jar per year for each 6 pupils)
01956	Pegboard, 10" x 10" (1 per each 15 pupils)
01957	Pegs, for Pegboards, 1,000 in box (1 box per each 30 pupils)

Cat. No.	
01963	Play People, for use with building blocks, wood, painted, 6 to set
-----	Puppets, animal, 5 to a set
-----	Puppets, people, 5 to a set
01965	Puzzles, inlay, 9" x 12", 7 to set
01975	Scissors, 2 1/2" blade, blunt point (1 for each pupil)
01976	Scissors, 2 1/2" blade, blunt point, for left handed students (Quota: 5 pair per room)
01978	Shoelaces, round, thin, for use with wooden beads
01293	Tagboard, 24" x 36" (Quota: 1 sheet per year for each 20 pupils)
01980	Telephones, toy, plastic
01982	Thermometer, approximately 24" overall
01990	Tonal Paper, 9" x 12", Black, 100 Sheets to pkg. (4 pkgs. per room per year)
01991	Tonal Paper, 9" x 12", Green, 100 Sheets to pkg. (4 pkgs. per room per year)
01992	Tonal Paper, 9" x 12", Orange, 100 Sheets to pkg. (4 pkgs. per room per year)
01993	Tonal Paper, 9" x 12", Red, 100 Sheets to pkg. (4 pkgs. per room per year)
01995	Velour Paper, 8 1/2" x 10", 5 ass't. colors in pkg. with pressure sensitive backing, adhesive sticks to pictures and Velour side to Flannel Board (1 pkg. per room per year)

SUPPLIES

Cat. No.	
-----	Velour Board, four 11 1/2" sheets (Quota: 1 pkg. per year per teacher)
01987	Rhythm Band, Bell
01988	Rhythm Band, Cymbal
01989	Rhythm Band, Triangle
01994	Rhythm Band, Sticks
01996	Rhythm Band, Tambourine
01997	Rhythm Band, Snare Drum
01998	Rhythm Band, Xylophone
01999	Rhythm Band, Maracas (Shakers)

. . Note: Supplies commonly used by all teachers, such as manila paper, chalk, paper clips, scotch tape, etc., are also available to kindergarten teachers and are listed as GENERAL SUPPLIES.

The following supply items are classified as General and are available to all teachers. The quota is limited to a specific amount per school.

01373	Projection Pencils, 4 colors to a set (Quota for elementary schools: 3 sets per school per year)
03175	Projection Pens, 4 colors to set (Quota for elementary schools: 3 sets per school per year)

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Cat. No.	
01377	Overhead Transparency Acetate Sheets, 8 1/2" x 11" crystal clear, 25 sheets to a package (Quota for elementary schools: 2 pkgs. per school per year)

SUPPLEMENTARY TEXTBOOKS

Cat. No.	
06981	Adventures in Handwriting, Book 1, Teacher's Edition; The Macmillan Co. (Quota: 1 per kindergarten teacher)
06391	Language Learnings, Bailey, Horrocks, Torreson; American Book Company. (Quota: 1 per kindergarten teacher)
06111	Learning Time with Language Experiences for Young Children, Louise Binder Scott; McGraw-Hill Book Company, c.1968. (Quota: 1 per kindergarten room)
-----	Talking Time, Scott and Thompson; McGraw-Hill Book Company. (Quota: 1 per kindergarten room)
06113	Time for Fairy Tales, Old and New, May Hill Arbuthnot; Scott-Foresman Co. (Quota: 1 per kindergarten room)
06496	Time for Poetry, May Hill Arbuthnot; Scott-Foresman Book Co. (Quota: 1 per kindergarten teacher)
06881	We Read Pictures, Teacher's Edition, Scott-Foresman Book Co. (Quota: 1 per kindergarten teacher)
06882	We Read More Pictures, Teacher's Edition, Scott-Foresman Book Co. (Quota: 1 per kindergarten teacher.

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KITS

Form H Building Pre-Reading Skills, Kit A, Language; Ginn and Co.
(Quota: 1 per kindergarten room)

Form H Invitations to Story Time Kit, Scott-Foresman Book Co.
(Quota: 1 per kindergarten room)

Form H Tinkertoy Play and Learn Kit, Education, Inc.
(Quota: 1 per kindergarten room)

GENERAL

Form H Alphabet Wall Chart for Adventures in Handwriting, Book 1; The Macmillan Co. (Quota: 1 per kindergarten teacher)

Form H Chalkboard Templates (Set of 5), from Developing Learning Readiness Kit; McGraw-Hill Book Co.
(Quota: 1 set per kindergarten teacher)

Form H Classification Game, Instructo.
(Quota: 1 per kindergarten teacher)

Form H Design Blocks; Creative Playthings.
(Quota: 1 per kindergarten teacher)

Form H Dressing Frames: Zipper, Button, Snap, Tie, Lacing; Creative Playthings.
(Quota: 1 each per kindergarten teacher)

Form H Easel Games (consumable), Acadia Press Inc.,
(Quota: 1 per kindergarten session)

Form H Teacher's Book for Easel Games

Form H Jumbo Letters, The Judy Company.
(Quota: 1 set per kindergarten teacher)

Form H Manipulative Lock Board; Creative Playthings.
(Quota: 2 per kindergarten teacher)

Form H Square, triangle, Circle Inlay Board; Creative Playthings.
(Quota: 1 per kindergarten teacher)

Form H Tell Again Story Cards, Level I; McGraw-Hill Book Co.
(Quota: 1 per kindergarten room)

Form H Tell Again Story Cards, Level II; McGraw-Hill Book Co.
(Quota: 1 per kindergarten room)

Form H Unit Pocket Chart, Houghton Mifflin Company;
(Quota: 1 per kindergarten teacher)

Form H Building Blocks, heavy cardboard, ASACO-L-217
(Quota: 1 per kindergarten room)

Form H Unit Blocks, ASACO-L-157 (Quota: 1 per kindergarten room)

MATHEMATICS

Form H The Big Book to accompany Set, Numbers, and Numerals Primer

Form H Teacher's Manual for The Big Book to accompany Sets, Numbers, and Numerals Primer

Form H Teacher's Edition - Sets, Numbers, Numerals Primer
(Quota on all above - 1 per two rooms, KG - B-1)

Form H Counting Frame (Quota: 1 per room)

SCIENCE

Form H Science is Wondering Charts, Scott Foresman Book Company.

TEACHING AIDS (cont.)

SOCIAL STUDIES TEACHING PRINTS

Form H	My Community
Form H	Home and Community Helpers
Form H	Social Development
Form H	Children and the Law
Form H	Holidays
Form H	Food and Nutrition

(Quota on prints above: 1 per kindergarten teacher)

MUSIC

Form H	Sing N' Do Records - Album #1, 1 per kindergarten room
Form H	Sing N' Do Records - Album #2, 1 per kindergarten room

THE STORY HOUR

Sharing literature with children is one of the more important means of strengthening their total communication skill. Sharing literature involves more than reading stories and poems to children. It includes story telling, encouraging children to memorize rhymes and jingles, having children dramatize story events, and creating a classroom environment that invites children to read.

The story hour should be the highlight of the school day. The literature that the teacher presents should call forth a variety of responses -- laughter, curiosity, awe, sympathy, suspense, sadness, and occasionally indignation. It should also serve to acquaint children with a common body of stories and rhymes that is a part of our literary heritage.

The following library books are provided the teacher for the purpose of reading to children and for oral language and literature activities:

	Title	Author
1.	Read to Me Storybook	Child Study Association
2.	Mother Goose	Friend
3.	Poems To Read to the Very Young	Frank
4.	A B C	Windsmith
5.	Rhymes for Fingers and Flannelboards	Scott and Thompson
6.	The Golden Goose Book	Brooke
7.	Nibble, Nibble	Brown
8.	The Don't Be Scared Book	Vogel
9.	Whistle for Willie	Keats
10.	One, Two, Where's My Shoe	Ungerer
11.	Golden Egg Book	Brown
12.	The Old Woman and Her Pig	Galdone
13.	One Step, Two	Zolotow
14.	The House That Jack Built	Galdone
15.	The Rain Puddle	Holl
16.	The Important Book	Brown
17.	Six Foolish Fishermen	Elkin
18.	The Fox Went Out on a Chilly Night	Spier

In addition, the supplementary textbooks, Time for Poetry and Time for Fairy Tales Old and New by May Hill Arbuthnot, have also been provided. These two anthologies may be used as a source for most of the traditional rhymes, poems, and stories which the teacher will want to read to children.

The Tell Again Story Cards, Level One and Level Two, the Units 1, 4, 7, 9, 11, 14, and 16 from Building Pre-Reading Skills, Kit A-Language, and the books, records, puzzles, posters, and cutouts from the Invitations to Story Time Kit provide experiences in seeing, listening to, and manipulating story material. Many of the familiar nursery rhymes and folk tales found in the two Arbuthnot anthologies appear also in the above supplementary teaching aids. Thus, the teacher can provide for repetition of a story of poem in a variety of ways, still keeping the story hour fresh and appealing.

By the end of the year, most teachers will have read a hundred poems, rhymes, and stories to children during the story hour. While teachers will have a wide range of topics in literature to choose from and, it is hoped, will choose selections from both old and modern authors, it is strongly suggested that no child complete his first year in school without having heard some of the time honored favorites.

The two sections below, Poems Every Child Should Know and Stories Every Child Should Know, list specific poems and stories to be shared with Level 1 and 2 children. These sections are meant neither to prescribe nor to suggest the limits of the teacher's literature program.

POEMS EVERY CHILD SHOULD KNOW

The poems and rhymes listed below are recommended for reading and reciting to children. The list is by no means exhaustive. It represents only a sampling of poems which have been accepted through the years as good literature and which have been enjoyed through the years by children everywhere.

It is suggested that, while the teacher will always select poems with the maturity of her children and certain specific occasions in mind, she will at some time during the year introduce her children to the poems and rhymes listed below.

▲ Note: First lines, as well as titles, are given to distinguish a poem from another of the same title. The number following the title is the page in Time for Poetry on which the poem can be found. The symbols (see legend on p.212) preceding the title indicate teaching aids in which the poem or rhyme also appears.

\+ A Kitten, 73
He's nothing much but fur

A Visit from St. Nicholas, 370
'Twas the night before Christmas, when all through the house

Chanticleer, 114
High and proud on the barnyard fence

⊙ Down! Down!, 355

⊙ First Snow, 365
Snow makes whiteness where it falls

⊙, + Good Morning, 107
One day I saw a downy duck

Happiness, 201
John has great big waterproof boots on

Indian Children, 43
Where we walk to school each day

⊙ Mice, 89
I think mice are rather nice

⊙ Mrs. Peck-Pigeon, 83

My Shadow, 203
I have a little shadow that goes in and out with me

New Year's Day, 372
Last night while we were fast asleep

Rain, 316
The rain is raining all around

Singing Time, 334
I wake in the morning early

⊙ Snow, 366
The snow fell softly all the night

Star-light, star-bright, 342

\+ The Animal Store, 72
If I had a hundred dollars to spend

The Cow, 120
The friendly cow all red and white

⊙, + The Goldfish (not in Time for Poetry)
My darling little goldfish

The Little Kittens, 216
"Where are you going my little kittens?"

The Little Turtle, 105
There was a little turtle

The Purple Cow, 228
I never saw a purple cow

The Secret, 80
We have a secret, just we three

The Star, 343
Twinkle, twinkle, little star

The Swing, 196
How do you like to go up in a swing?

The Wind, 312
I saw you toss the kites on high

The Woodpecker, 84
The woodpecker pecked out a little round hole

What Does the Bee Do?, 7

Whistles, 200
I want to learn to whistle

Who Has Seen the Wind?, 312

Who Likes the Rain?, 317
"I," said the duck, "I call it fun--"

Mother Goose Rhymes

▲ Note: Both Time for Poetry and Brian Wildsmith's Mother Goose (from the Invitations to Story Time Kit) contain all of the familiar Mother Goose rhymes. The latter is colorfully illustrated. In addition, the record "Invitations to Mother Goose and Other Poems," which includes twenty-four (24) of the most familiar rhymes, a set of four

nursery rhyme posters, and two nursery rhyme puzzles are furnished. These materials are packaged in the Invitations to Story Time kit.

STORIES EVERY CHILD SHOULD KNOW

One of the problems in reading and telling most of the old folk tales is the use of many strange, obsolete, or little used words and phrases which are baffling to the child of today. Do not exclude such words; paraphrase them briefly in order to clarify meaning without interrupting the flow of the story, e.g. "The prince leaped upon his *trusty steed*--his friendly horse" or "The *courageous lad*--this brave little boy would not cry."

Another problem is the varied, and sometimes conflicting, versions of folk tales found in books for young children. It is suggested that the teacher prepare her children for a "new" ending whenever it becomes necessary, then have them discuss which version they prefer after the alternate ending has been heard.

The eleven stories listed below are recommended for reading and telling to children. They are simple in plot, vivid in imagery, and strong in appeal for young children. *While the teacher will read a variety of stories to her children -- folk tales, true tales, nonsense stories, humorous stories, fables--from authors old and new, it is suggested that she will at some time during the school year introduce her children to the old favorites listed below.*

Note: The number following the title is the page in Time for Fairy Tales Old and New on which the story can be found. The symbols (see legend on next page) preceding the title indicate teaching aids in which the story also appears.

Angus and the Ducks
Ask Mr. Bear, 280
Henny, Penny (Chicken Little), 12
Little Red Riding Hood
The Gingerbread Boy, 190
The Little Engine That Could
The Old Woman and Her Pig, 7
The Story of the Three Bears, 8
The Story of the Three Little Pigs, 10

The Three Billy Goats Gruff, 72
The Wolf and the Seven Little Kids, 34

Legend for the symbols used with the poems and stories listed on pp. 210-212:

 Building Pre-Reading Skills: Kit A-Language

Tell Again Story Cards, Level One and Level Two

Records of stories and peoms from the Invitations to Story Time kit

Books from the Invitations to Story Time kit

FINGER PLAYS

This is the mother;
This is the father;
This is the brother tall.
This is the sister;
This is the baby;
Oh, how we love them all.

(Begin with the thumb and let the thumb and fingers represent members of family.)

Our Family

Five in our family, sitting by the door,
Father goes to work; then there are four.
Four in the family, happy as can be,
Mother goes to wash some clothes, then there are three.
Three in our family, what can we do?
Brother goes with father; then there are two.
Two in our family, sitting in the sun,
Sister goes to school, then there is one.
One in our family, nothing can be done
Baby goes to take a nap, then there is none.

(May be used as finger play or with a family of paper dolls, moving them about.)

Grandpa's Glasses

Here are grandpa's glasses. *(Circle the eyes with thumb and index fingers)*
And here is grandpa's hat. *(Fingers making circle on head)*
And this is the way he folds his hands
And lays them in his lap.

Open Hands - Shut Hands

Open hands, shut hands;
Give them a little clap.
Open hands, shut hands;
Lay them in your lap.

Open-Shut

Open them, shut them;
Open them, shut them;
Give a little clap.

Shut them, open them;
Shut them, open them;
Fold them in your lap.

Creep them, creep them;
To your rosy cheeks.
Open wide your shining eyes
And through your fingers peek.

Twirl them up so high
Till they reach the sky.
Then down they come to the floor
Then up in the air once more.

Open them, shut them;
Open them, shut them;
Give a little clap.

Shut them, open them;
Shut them, open them;
Fold them in your lap.

Additional finger plays may be found on pages 17-19 in the Teacher's Resource Book for the Invitations to Story Time Kit. Many others are dispersed throughout Learning Time with Language Experiences for Young Children.

Two little hands go clap, clap, clap.
Two little feet go tap, tap, tap.
One little child stands up in the chair.
Two little hands reach up in the air.
Two little feet go jump, jump, jump.
Two little hands go thump, thump, thump.
One little child goes round and round.
One little child sits quietly down.

I have ten little fingers. *(Count fingers, then point to self)*
They all belong to me.
I can make them do things.
Would you like to see?
I can close them up tightly
Or open them wide.
I can put them behind me
And make them all hide.
I can hold them up high
Or put them down low.
I can hold them together
And hold them just so.

Ten Little Fingers

I have ten little fingers.	*(Hold up fingers)*
I have ten little toes.	*(Point to toes)*
I have two little ears.	*(Point to ears)*
And one little nose.	*(Point to nose)*
I can wiggle my fingers.	*(Wiggle fingers)*
I can wiggle my toes.	*(Wiggle toes)*
I cannot wiggle my ears,	*(Shake head)*
But I can wiggle my nose.	*(Wiggle nose)*

Open them, close them; open them, close them; clap, clap, clap.
Open them, close them; open them, close them; lay them in your lap.

My Hands

My hands upon my head I'll place;
My hands upon my shoulders,
On my face, and at my waist.
At my side,
And now behind me they will hide.
Now I'll raise them way up high.
Now I'll clap them one, two, three
And see how quiet they can be.

Thumbkin

Where is thumbkin, where is thumbkin?
Here he comes, here he comes.
Mighty glad to see you, mighty glad to see you.
There he goes, there he goes.

Where is pointer, where is pointer?
Here he comes, here he comes.
Mighty glad to see you, mighty glad to see you.
There he goes, there he goes.

Where is long man, where is long man?
Here he comes, here he comes.
Mighty glad to see you, mighty glad to see you.
There he goes, there he goes.

Where is ring man, where is ring man?
Here he comes, here he comes.
Mighty glad to see you, mighty glad to see you.
There he goes, there he goes.

Where is little man, where is little man?
Here he comes, here he comes.
Mighty glad to see you, mighty glad to see you.
There he goes, there he goes.

(Hand behind your back, bring each finger forward as rhyme says)

First touch your nose,
Then touch your toes.
Touch your hair,
Then touch the chair.
Touch your shoulders.
Left, then right.
Wave your arms
Like birds in flight.
Now be as quiet as a mouse
And tippy-toe around the house.

I Stand on My Tiptoes

I stand on my tiptoes to make myself tall,
(Stand on tiptoes and push up with head.)
I bend my knees to make myself small.
(Bend knees.)
I like to be tall,
(Repeat first action.)
I like to be small,
(Bend knees.)
But I like my own height best of all!
(Stand in normal position.)

This is the Circle That is my Head

This is the circle that is my head,
(Make large circle with both hands.)
This is my mouth with which words are said.
(Point to mouth.)
These are my eyes with which I see,
(Point to eyes.)
This is my nose that's a part of me.
(Point to nose.)
This is the hair that grows on my head,
(Point to hair.)
This is my hat, all pretty and red.
(Place hands on head, fingers pointed up and touching.
This is the feather so bright and gay,
(Extend index finger upward along side of head.)
Now I'm all ready for school today.

Knives and Forks

These are mother's knives and forks.
(Hands back to back and fingers interlaced)
This is father's table.
(Close hands together, palms on inside)
This is sister's looking glass.
(Raise two index fingers and put together)
And this is baby's cradle.
(Raise little fingers, together with first and little fingers touching, the cradle rocks from side to side)

Off to School

This little boy is going to bed. *(Index fingers on thumb of other hand with finger across the palm)*
Down on the pillow
He lays his head,
Wraps himself
In his covers tight, *(Curl fingers over little "boy")*
And this is the way
He sleeps all night.
Morning comes, he opens his eyes.
Back with a toss, the cover flies. *(Open covers)*
Up he hops, is dressed and away.
He goes to school for the day. *(Point finger downward for boy and runs)*

New Shoes

I have a brand new pair of shoes. *(Point to shoes)*
Squeaky, squeaky, squeak. *(Bend shoes)*
Listen closely they will speak.
Squeak, squeaky, squeak.
Squeaky, squeaky, squeak.

Here We Go Up

Here we go up, up, up.
(Use arms as lines tell)
Here we go down, down, down.
Here we go backward;
Here we go foreward.
Here we go around and around,
(Turn around fast)
And sit right down.

Five strong policemen standing by a store. *(Hold up one hand,*
One became a traffic cop; now there are four. *point to each finger,*
Four strong policemen watching over me. *bend it down as you name*
One took home a lost boy; then there were three. *policeman)*
Three strong policemen dressed all in blue,
One stopped a speeding car, then there were two;
Two strong policemen, how fast they can run.
Once caught a bad man; then there was one.
One strong policeman saw some smoke one day.
He called the fireman who put the fire out right away.

Ten little soldiers *(Two hands open with fingers outstretched)*
Standing in a row.
They nod their heads *(Bend fingers, then outstretch them again)*
To the captain so.
They march to the left;
They march to the right. *(Move hands to left, then right)*
They stand up straight, *(Hands in front again)*
Ready to fight.
Along came a man with a great big gun *(Do nothing)*
And, bang, you should see those ten soldiers run.
(Clap hands and then put them in lap)

Five little sailors in a sailboat. *(Five fingers of one hand spread)*
Number 1 said, "See us float." *(Point to first finger)*
Number 2 said, "Let's sail away." *(Point to second finger)*
Number 3 said, "Oh, let's stay." *(Point to third finger)*
Number 4 said, "Does the wind blow?" *(Point to fourth finger)*
Number 5 said, "I don't know." *(Point to fifth finger)*
Then along came a wind saying, "Oo-oo-oo-o"
And all of a sudden away the boat flew. *(Put hands behind back)*

The Snowman

I made a great big snowman *(Raise arms above head)*
With hat and cane complete, *(Point to head, hold cane)*
With shiny buttons on his coat, *(Point to buttons on self)*
And shoes upon his feet. *(Point to feet)*
But I know when the sun comes out, *(Make circle or arms)*
My snowman will go away.
He'll be a great big puddle. *(Point with finger in circular*
I wish that he would stay. *motion)*

Little Jackie Frost

Little Jackie Frost
Bites my nose; *(Nip own nose)*
Little Jackie Frost
Bites my toes; *(Pinch own toes)*
But I went into the house
And shut the door, *(Clap once)*
And little Jackie Frost
Couldn't catch me anymore. *(Point finger at children)*

Playtime

I'm climbing up the ladder, *(Climb up)*
I'm sliding down the slide. *(Slide down arm)*
I land below with a little jump, *(Jump both hands)*
Then run around the side. *(Run)*
Again, I'll climb the ladder. *(Climb)*
Again, I'll slide and stay. *(Slide)*
Until the bell for school shall ring, *(Pull bell)*
I'll play, and play, and play. *(Go around and around with index finger)*

Resting

The trees and flowers have gone to sleep, *(Rest head on arms)*
They're resting so snug and warm.
Though snowflakes may fall *(Fingers fly for snow)*
And winds may blow *(Arm movement)*
They'll do the flowers no harm. *(Hands move softly over lap)*

My Train

Here is my choo choo train — *(Arm and hand stretched out flat on lap)*
Puffing down the track.
Now it's going forward; — *(Arm forward)*
Now it's going back. — *(Arm back)*
Now the bell's ringing; — *(Pull bell)*
Now the whistle blows. — *(Thumb and index finger snap)*
It makes an awful lot of noise, — *(Arm back and forth on lap again)*
As it goes, goes, goes.

Top

A top is such a lot of fun.
M-----m-----m-----m----- — *(Twirl thumb)*
Wind it up and it will run.
M-----m-----m-----m----- — *(Twirl second finger)*
Twirly, twirly, twirly, twirl.
M-----m-----m-----m----- — *(Twirl third finger)*
Whirly, whirly, whirly, whirl.
M-----m-----m-----m----- — *(Twirl fourth finger)*
Faster, faster, faster, slow.
M-----m-----m-----m----- — *(Twirl fifth finger)*
Stop awhile; then let it go.
M-----m-----m-----m----- — *(Twirl all fingers)*

Boats

This is the way,
All the long day,
The boats go sailing by.
To and fro,
In a row,
Under the bridge so high.

(Use one hand as boat and the other arm as the bridge.)

Jack-in-the-Box

Jack-in-the-box, all closed up tight; — *(The children stoop down with arms covering their heads for the first two lines; they uncover their heads and pop up for the third and fourth line)*
Not a bit of air, not a bit of light.

Lift up the cover and up he pops.
And that's the way with Jack-in-the-box.

Jack in the Box

Jack in the box — Won't you come out?
Sits so still. — Yes. I will.
(Hands closed around thumb) — *(Thumb jumps out)*

Bouncing My Ball

Bouncing my ball. — Bouncing my ball,
Oh! What fun! — High then low.
(Pretend you have a ball in hands and bounce and bounce) — *(Throw it up--down)*
Keep bouncing and bouncing, — Keep bouncing and bouncing
You see how it's done. — But don't let it go.
(Hold tight)

Balls

Here's a ball. — *(Make small ball with thumb and pointer finger)*
And here's a ball. — *(Make ball with both hands)*
And here's a ball. — *(Make large ball by putting hands together over head)*
Shall we count them?
Are you ready?
One, two, three. — *(Remake balls as you count)*

Balls

A little ball, — One, two, three.
A bigger ball, — Now let us count
A great big ball I see. — The balls we've made.
Now let's count them — One, two, three.

Rain

Rain on the green grass. *(Hands move, palms down)*
Rain on the tree. *(Arm up, hands make branches)*
Rain on the house top, *(Two hands make pointed roof)*
But not upon me. *(Point to self)*
Pitter, patter, pitter, patter, pit.

Pitter Patter

Pitter, patter, pitter, patter,
(Fingers tap on floor)
Hear the raindrops say.
But if a sunbeam should peep out
(Fingers touch overhead)
They'd make a rainbow gay.
(Separate to indicate arch of rainbow)

Rumble, rumble, rumble, rumble,
(Doubled up fingers, knuckles roll on floor)
Hear the thunder say.
But soon the clouds will all be gone
And we'll go out to play.
(Both hands overhead, finger tips touching, make clouds that separate and go away)

Rain

Put up your umbrella *(Close fist over index finger*
To keep yourself dry. *then cup the hand over the*
Put up your umbrella *index finger of the other hand.*
There's rain in the sky. *Thumb is yourself.)*
Patter - patter - patter.

The Bee Hive

Here is the bee hive. *(Left hand cupped downward)*
Where are the bees?
Hidden away where nobody sees. *(Hide fingers of right hand under left)*
Soon they will come creeping out of the hive. *(Shake head)*
One, two, three, four, five. *(Fingers creep out)*
Buzzzz-z-z-z-z-z-z-z-z-z-z-z-z *(Flying motion)*
Buzzzz-z-z-z-z-z-z-z-z-z-z-z-z

Flower Garden

Let's work in our gardens, *(Dramatize planting)*
Plant seeds in a row. *(Wiggle fingers)*
The rain and the sunshine
Will help them grow.
Sometimes when the weather
Is too dry and hot.
I sprinkle the earth *(Go through motion)*
With my sprinkling pot.
The roots push downward. *(Fingers down)*
The stems push up. *(Point fingers up)*
My blossoms have opened *(Hold hands apart, fingers*
Rose, pink, buttercup. *up like petals of flowers)*

Five Little Squirrels

Five little squirrels
(Arms up, 5 fingers of one hand spread)
Sitting in a tree.
The first one said,
(Point to first finger)
"Oh, what do I see?"
The second one said,
(Point to second finger)
"A man with a gun."
The third one said,
(Point to third finger)

"Let's run, let's run."
The fourth squirrel said,
(Point to fourth finger)
"Let's hide in the shade."
The fifth squirrel said,
(Point to fifth finger)
"I'm not afraid."
When BANG! went the gun
(Loud clap)
And away they all run.
(Hide fingers)

Five little squirrels were playing in a tree.
This one said, "What's this I see?"
This one said, "We had better run."
This one said, "Let's stay in the shade."
This one said, "I'm not afraid."
Bang goes the gun and away they all run!

The Little Bird

Once I saw a little bird go
Hop, hop, hop. *(Hop with hands across lap)*
I said, "Little Bird,
Will you stop, stop, stop?" *(Point)*
He looked me up and down *(Look up and down)*
With peep, peep, peep,
And across the grass he went
With a leap, leap, leap. *(Leap with fingers)*

The Woodpecker

The woodpecker pecked out a little round hole,
(Left arm for telephone pole and peck with index finger of right hand)
And made him a house in a telephone pole.
One day when I watched he poked out his head.
(Make small circle, pop index finger in)
He had a hood and collar of red.
(Motion on head for hood)
When the streams of rain pour out of the sky,
(Flutter fingers)
And the sparkles of lightning go flashing by,
(Index fingers, zig-zag lines)
And the big, big wheels of the thunder roll,
(Grinding motion)
He can snuggle right back in the telephone pole.
(Pull back index finger from out of the small circle)

Blackbirds

There are two little blackbirds sitting on the hill.
One named Jack and the other named Jill.
Fly away Jack; fly away Jill.
Come back Jack; come back Jill.

Spider

Eeensy, weensy, spider
Went up the water spout.
(Upward creeping fingers)
Down came the rain
Downward motion with hands)
And washed the spider out.
Out came the sun
(Arc with arms over head)
And dried up all the rain.
Eeensy, weensy, spider
Went up the spout again.
(Fingers creeping upward)

Counting the Bunnies

"My bunnies now must to bed,"
The little mother rabbit said,
"But I will count them first to see
If they have all come back to me."

"One bunny, two bunnies, *(Touch fingers as you count)*
Three bunnies dear,
Four bunnies, five bunnies,
Yes, all are here.
They are the prettiest things alive
My bunnies, one, two, three, four, five."

Our Bunny

Our bunny is so funny;
He wiggles his nose. *(Wiggle nose)*
And then he hops away *(Hop away on tips of fingers)*
On the tips of his toes.
Hop, hop, hop,
Little bunny, won't you
Stop, stop, stop? *(Stop fingers)*

Kitty Cat and Bunny

Creeping, creeping creeping *(Make fingers of both hands creep)*
Comes the kitty cat.
But the bunny with his big long ears *(Put fists together with pointer)*
Jumps up like that! *(Fingers up for ears)*

Popcorn

Pop, pop, pop *(clap 3 times)*, says one popcorn in the pan.
Pop, pop, pop *(clap 3 times)*, you may catch me if you can.
Pop, pop, pop *(clap 3 times)*, says each kernel hard and yellow.
Pop, pop, pop *(clap 3 times)*, I'm a jolly little fellow.
Pop, pop, pop *(clap 3 times)*, I can run and skip and hop
(run, skip, and hop with fingers)
Pop, pop, pop *(clap 3 times)*, and pop, pop, pop *(clap 3 times)*.

Pancakes

Mix a pancake, *(Mixing motion)*
Stir a pancake, *(Stirring motion)*
Pop it in the pan; *(Clap)*
Fry the pancake,
Toss the pancake, *(Tossing motion)*
Catch it if you can. *(Catch)*

Pat-A-Cake

Pat-a-cake, pat-a-cake, baker's man. *(Clap hands together)*
Bake me a cake as fast as you can,
Roll it and prick it and mark it with "T". *(Follow with appropriate gestures)*
And toss it in the oven for Tommy and me.

(Children always enjoy having the teacher ask a child, "What kind of a cake would you like?" Some dramatizing of stirring and sifting and pouring in of milk and sprinkling of sugar adds to the fun, before using the verse. Substitute initial each time for child's name, "Mark it with F, and toss it in the oven for Freddy and me.")

Church

Here is the church, *(Entwine fingers, pointing downward)*
And here is the steeple. *(Put thumbs together, held upward)*
Open the door. *(Hold thumbs apart)*
And here are all the people. *(Turn entwined fingers upward)*

Two Little Houses

Two little houses shut up tight *(Fists closed)*
Open the windows and let in the light. *(Open fist wide)*
Ten little children standing up straight. *(Ten fingers held up still)*
Ready for kindergarten at half past eight. *(Move or swing hands around)*
How many were late?
None.

My House

This is the roof of the house so good.
(Fingertips together)
These are the walls that are made of wood.
(Hands straight side by side)
There are the windows that let in the light.
(Thumbs and index fingers form window)
This is the door that shuts so tight.
(Hands straight side by side)
This is the chimney so straight and tall.
(Arm up straight for chimney)
Oh, what a good house for us one and all.
(Other arm touching at angle of roof)

Houses

A worm lives in a little hole.
(Make circle with two fingers of one hand and put pointer finger of other hand in it)
A bird lives in a tree.
But, I live in a great big house.
(Stretch arms above head with fingers outstretched)
Gee! I'm glad I'm me!
(Outline shape of house with pointer fingers)

Five Little Kittens

Five little kittens — *(Bend down fingers in turn)*
Sleeping on a chair.
One rolled off,
Leaving four there.
Four little kittens
One climbed a tree
To look at a bird nest
Then there were three.
Three little kittens
Wondered what to do.
One saw a mouse
Then there were two.
(Continued next column)

Two little kittens
Playing in the sun.
One chased a ball
Then there was one.
One little kitten
With fur soft as silk.
Left all alone to
Drink a bowl of milk.

Sleepy Puppies

Five little puppies — *(5 fingers up)*
Playing on the floor.
One crept to bed; — *(Creeping away)*
Then there were four.
Four sleepy puppies — *(4 fingers up)*
Were as tired as could be.
One curled up in a ball; — *(Small circle)*
Then there were three.
Three sleepy puppies said, — *(Three fingers up)*
"We are drowsy too." — *(Drop head)*
One found a blanket.
Then there were two.
Two sleepy puppies — *(2 fingers up)*
Too tired to run.
One lay upon the rug,
Then there was one.
One sleepy puppy said, — *(1 finger up)*
"Night has begun."
He found a pillow,
Then there was none. — *(Head down and all asleep)*

Buzzy

Buzzy is a little fly. — *(Thumb and index finger together)*
Very, very gay
He begins his busy work.
At the break of day.
Buzzy wakes me from my sleep. — *(Raise head)*
"z-z-z-z-z-z-z-z-z-z-z-z-z-z"

Buzzy bites my toes. — *(Bite toes with fingers)*
"Z-z-z-z-z-z-z-z-z-z"
Buzzy teases Grandma.
Buzzing on her nose. — *(Scratch nose)*
"Z-z-z-z-z-z-z-z-z-z-z-z-z-z" — *(Swat fly motion)*

Teddy Bear

Teddy Bear, Teddy Bear — *(Clap hands)*
Turn around. — *(Clap hands)*
Teddy Bear, Teddy Bear — *(Clap hands)*
Touch the ground. — *(Touch the ground)*
Teddy Bear, Teddy Bear — *(Clap hands)*
Show your shoe. — *(Point to shoe)*
Teddy Bear, Teddy Bear — *(Clap hands)*
Please skiddoo!

The Frogs

This little frog fell and broke his toe. — *(Point to thumb)*
This little frog cried, "Oh! Oh! Oh!" — *(Point to index finger)*
This little frog laughed and was glad. — *(Point to tall finger)*
This little frog cried and was sad. — *(Point to ring finger)*
This little frog was wise and good. — *(Point to small finger)*
Hop, hop, hop, hop, he went to the doctor — *(All fingers together and*
As fast as he could. — *hop along)*

Five Little Piggies

"It's time for my piggies to go to bed," *(Hold up left hand)*
The nice big mother piggy said.
"Now I shall count them to see
If all my piggies have come back to me.
One little piggy, two little piggies, *(Count fingers)*
Three little piggies dear,'
Four little piggies, five little piggies,
Yes, they are all here.
They're the dearest piggies alive
One, two, three, four, five." *(Count fingers)*

Animals in the Zoo

This is the way the elephant goes, *(Swing arms together in front of body)*
With a curly trunk instead of a nose.
The buffalo, all shaggy and fat, *(Touch around on sides of waist)*
Has two sharp horns instead of a hat. *(Put up two fingers from head)*
The hippo with his mouth so wide, *(Elbows together and open arms from elbows)*
Lets you see what is inside.
The wiggly snake upon the ground. *(Wiggle one hand along on top of other arm)*
Crawls along without a sound.
But, monkey-see and monkey-do *(Make funny faces)*
Are the funniest animals in the zoo.

Ten Little Ducklings

Ten little ducklings *(Hold up two hands)*
Dash---dash---dash *(Swish hands from left to right three times)*
Jumped in the duck pond *(Motion)*
Splash---splash---splash *(Clap softly three times)*
When the mother duck called them, *(Motion toward body)*
"Quack---quack---quack,"
Ten little ducklings' *(Move hands in small circles back from right to left)*
Swam right back.

Little Yellow Duck

I have a little yellow duck
(Oval formation)
I wind him in the back.
(Wind up)
He bobs like this;
(Bob up and down)
And nods his head;
(Nod head)
And says, "Quack, Quack
Quack, Quack, Quack, Quack!"
(Hands on hip, stoop down, walk around and quack)

The Turtle

There was a little turtle *(Small circle with hand)*
Who lived in a box.
He swam in a puddle. *(Swimming motion)*
He climbed on the rocks. *(Climbing motion)*
He snapped at a mosquito. *(Thumb and index fingers together for snapping each time on "snap.")*
He snapped at a flea.
He snapped at a minnow.
He snapped at me. *(Snap and point to self)*
He caught the mosquito. *(Catching motion)*
He caught the flea. *(Catching motion)*
He caught the minnow. *(Catching motion)*
But he didn't catch me. *(Shake head)*

The Rooster

Everyday the rooster crows, *(Stretch neck)*
"R-r-r-r-r-r-r-r-r-r-r-r-r"
He stretches and stretches *(Stretch up on toes)*
On his toes,
"R-r-r-r-r-r-r-r-r-r-r-r-r"
He flaps his wings. *(Flaps hands to side)*
He shakes his head.
"R-r-r-r-r-r-r-r-r-r-r-r-r"
Get up, get up! *(Motion to come)*
You sleepy head.
"R-r-r-r-r-r-r-r-r-r-r-r-r" *(Stretch neck and crow)*

The Hunter

Here comes the hunter *(Right arm bent at elbow - hand*
With his great big gun, *pointed over shoulder)*
Watch out, rabbit, *(Shake finger)*
Run, run, run.
He aims his gun, *(Extend right arm and point)*
But he's too slow.
Where is the rabbit? *(Shade eyes and look about)*
Where did he go?
Why, we know that!
He jumped on top of *(Place fists together on head with*
The hunter's hat. *index fingers extended for ears)*

The Ant Hill

Once I saw an ant hill *(Close hand)*
With no ants about;
So I said, "Dear little ants,
Won't you please come out?"
Then as if the little ants had heard my call --
One, two, three, four, five came out *(Spread fingers of one hand and count)*
And that was all!

The Caterpillar

Is a caterpillar ticklish?
Well, it's always my belief
That he giggles as he wiggles
Across a hairy leaf.
(Wiggle one finger across back of other hand)

Elephants

Elephants walk like this, like that. *(Sway back and forth)*
They're terribly big, they're terribly fat. *(Spread arms wide in a*
They have no hands. no toes; *circular motion)*
But goodness gracious what a nose! *(Put arms together for a nose)*

Caterpillar

Caterpillar, caterpillar *(Thumb in creeping motion)*
Brown and furry.
Winter has come *(Swing hands for wind)*
And you better hurry. *(Point finger)*
Find a big leaf *(Cup left hand)*
Under which to creep.
Spin a cocoon *(Circular motion with right thumb)*
In which to sleep.
Then when spring comes by and by *(Hook thumbs together, spread fin-*
You'll be a butterfly. *gers and "fly")*

The Cows

The first little cow eats grass.
The second little cow eats hay.
The third little cow drinks water.
The fourth little cow runs away.
(Continued in next column)

The fifth little cow does nothing.
She just lies down all day.
So we'll pet her and pet her
Because she just lies down all day.

This Little Calf

This little calf eats grass. *(Pick out fingers as calves)*
This little calf eats hay.
This little calf drinks water
This little calf runs away.
This little calf does nothing at all
But lie around all day. *(Let finger lie down)*

Chicken wings go flop, flop, flop.
(Fists in arm pits, chest up; pull elbows back and down three times)
Little rabbits go hop, hop, hop.
(Arms bent in front of body, hands relaxed, and hop, hop, hop)
Little boy's tops go spin, spin, spin.
(Hold arms shoulder level, chest up, turn lightly on toes in place)
Bells in the steeple go ding, ding, ding.
(Sway from side to side with hands in that position)

White Easter Rabbit

White Easter Rabbit
Hop down the street. *(Hopping motion)*
Hop with your basket *(Basket over arm)*
Of pretty eggs to eat.
Red eggs and yellow *(Point to fingers)*
Brown eggs and white.
Come Easter Rabbit, *(Come motion)*
Come in the night.

Five Little Jack O'Lanterns

There were five little Jack O'Lanterns sitting on a gate.
The first one said, "It's getting late."
The second one said, "I hear a noise."
The third one said, "It's just some boys."
The fourth one said, "Only Hallowe'en fun."
The fifth one said, "Let's run, let's run!"
Puff went the wind!
Out went the light.
And away went the Jack O'Lanterns
On Hallowe'en night.

Five Little Jack O'Lanterns

Five little pumpkins sitting on a gate.
The first one said, "Why, it's getting late."
The second one said, "There are witches in the air."
The third one said, "But we don't care."
The fourth one said, "Let's run, let's run."
The fifth one said, "It's Hallowe'en fun."
Whoo, went the wind, out went the lights.
Those five little pumpkins ran fast out of sight.
(Use fingers or children standing in a row)

Biggest Pumpkin

Oh, it was the biggest pumpkin *(Two hands and arms form large circle)*
That you have ever seen.
It grew in Tommy's garden
On the night of Hallowe'en.
He took a knife and cut the top *(Make motions to fit)*
Then scooped it with a spoon.
He made two eyes
A nose...so long...
A mouth, just like the moon!
Then he put a candle in it,
And still as any mouse
He crept up slowly to a window
In his house.
There he placed the Jack O'Lantern!
Tommy's mother cried, "Look here, I'm sure some brownies
Must be hiding very near!"

Pumpkin Fat

Pumpkin, pumpkin, round and fat
Turns into a Jack O'Lantern
Just like that! *(Brush hands together or snap fingers)*

Five Little Pumpkins

Five little pumpkins
(Fingers up)
Sitting on a gate.
The first one said,
(Point to 1st finger)
"My, it's getting late."
The second one said,
(Point to 2nd finger)
There are witches in the air."
The third one said,
(Point to 3rd finger)
"But we don't care."
The fourth one said,
(Point to 4th finger)
Isn't Halloween fun?"
The fifth one said,
(Point to 5th finger)
"Let's run, let's run."
Oooooooooooooooooooo went the wind
And out went the light,
(Clap hands together)
And the five little pumpkins
Rolled fast out of sight.
(Roll hands along)

The Turkey

"Gobble, gobble," said the turkey,
"Soon 'twill be Thanksgiving Day.
How will you treat me?
Will you eat me?
Then I'll run away."

(Fingers of one hand spread to make turkey tail. Make fist of other hand on palm of outstretched hand. Thumb represents turkey's head. At the end, the turkey scurries off to one side.)

Christmas

Clap, clap your hands
And sing out with glee,
For Christmas is coming
And merry are we!

(Clap hands)

Now swift o'er the snow
The tiny reindeer
Are trotting and bringing
Good Santa Claus near.

(Link thumbs of two hands, eight fingers make trotting motion)

Our stockings we'll hang
And while we're asleep.
Down through the chimney
Old Santa will creep.

(Hang hands)
(Eyes closed, head on hands)
(Form chimney with one hand; thumb of other hand goes down chimney)

He'll empty his pack
Then up he will come,
And calling his reindeer
Will haste away home.

(Thumb up out of chimney)
(Reindeer as above)

So clap, clap your hands
And sing out with glee,
For Christmas is coming
And merry are we!

Christmas Turkey

"Gobble, gobble," said this turkey. *(Point to tall finger)*
"Soon 'twill be Christmas Day.
How will you treat me? *(Point to child)*
Will you eat me?
Then I'll run, run away." *(Fingers run away)*

Santa's Visit

Down the chimney dear Santa Claus crept
(Chimney is clenched left hand, Santa is right hand thumb)
Into the room where the children slept.
(Four fingers rest on palm of right hand for children sleeping)
He saw their stockings hung in a line
(Three lefthand fingers hanging down)
And filled them with cookies and candy fine.
Although he counted them...one, two, three,
The baby's stocking he could not see.
"Ho, Ho," said Santa, "That won't do!"
So he popped her present right into her shoe.
(Shoe is clenched right hand in open palm)

My Arms

I put my arms up high, *(Raise them high over head)*
I put them way down low, *(Stoop over and let arms hang limp)*
I make my arms real still, *(Stand erect, make arms stiff at sides)*
And then I let them go. *(Let arms hang relaxed)*

First I swing like this, *(Extend arms from shoulder and swing with body)*
And then I swing like that, *(Reverse swing, with feet flat on floor)*
I make my arms real round *(Make a round circle with arms)*
And then I make them flat. *(Let them hang at sides)*

Baby Whoo Sleeps

This little owl has big round eyes. *(Open eyes very wide)*
This little owl is just your size. *(Extend both hands to measure)*
This little owl can twist his head. *(Twist head to right and left)*
This little owl likes mice, he said. *(Begin to soften voice)*
This little owl can hoot until *(Sway body with hand cuddled close)*
He makes little boys sit very still.
Whoo...whoo...whoo...are you?
Sleep...sleep...sleep...please do! *(Hold last letter of sleep each time)*

Sneezes

When I'm at school
With other children
I just have to sneeze, "Ka-choo!" *(Hands to nose and mouth)*
Up to my nose
My hankie goes
And then say,
"Excuse me please"
Ka-choo! Ka-choo! Ka-choo! *(Sneeze 3 times in hand or hanky)*

Catching

1, 2, 3, 4, 5 *(Fingers up in order)*
I caught a hare alive *(Shape cage, 2 fingers up for ears)*
6, 7, 8, 9, 10 *(Fingers up in order)*
I let it go again.

I stand on my tip toes to make myself tall.
(Stretch arms upward, knees straight, elbows very straight)
I bend my knees to make myself small.
(Hands on hips, back straight, deep knee bend)
I like to be tall,
(Arms stretched upward)
I like to be small,
(Hands on hips, back straight, deep knee bend)
But I like my own height
(Hands on head)
Best of all.
(Arms at side, correct posture)

This Old Man

This old man, he played one.
He played knick knack just for fun.
Knick knack, paddy whack,
Give the dog a bone.
This old man came rolling home.

This old man, he played two.
He played knick knack on his shoe.
Knick knack, paddy whack,
Give the dog a bone.
This old man came rolling home.

This old man, he played three.
He played knick knack on his knee.
Knick knack, paddy whack,
Give the dog a bone.
This old man came rolling home.

This old man, he played four.
He played knick knack on the floor.
Knick knack, paddy whack,
Give the dog a bone.
This old man came rolling home.

This old man, he played five.
He played knick knack on his side.
Knick knack, paddy whack,
Give the dog a bone.
This old man came rolling home.

Washing Machine *(sh final sound)*

Swish, swish, swish, swish.
I am a washing machine.
I swish and swish and swish and swish.
Till the clothes are all quite clean.

The Finger Band

The finger band is coming to town, coming to town, coming to town,
The finger band is coming to town so early in the morning.
This is the way we play the drum, play the drum, play the drum,
This is the way we play the drum so early in the morning.
This is the way we blow the horn, blow the horn, blow the horn,
This is the way we blow the horn so early in the morning.
This is the way we wave the flag, wave the flag, wave the flag,
This is the way we wave the flag so early in the morning.
The finger band is leaving town, leaving town, leaving town,
The finger band is leaving town so early in the morning.

(Hands behind back, creeping up as band comes to town. Go through movements of instruments and then as band leaves town, creep behind back once again.) Tune: Mulberry Bush

Tailor - Locksmith

I'm a little tailor
Sitting on the floor. *(Cross legs and sit)*
I'm a little locksmith
Locking up the door. *(Pretend to lock lip)*

Loose Tooth

I had a tooth that wiggled *(Wiggle finger)*
It wiggled quite a lot;
I never could be sure if it
Was coming out or not.

I pushed it with my tongue *(Pantomime)*
To see if it would drop;
But there it stayed and wiggled
Until I thought I'd pop!

My auntie tied it with a string *(Pantomime)*
And slammed the kitchen door! *(Clap hands)*
And now I haven't got a tooth
That wiggles any more.

Swinging

Hold on tightly as we go,
Swinging light and swinging low. *(Make a swing of hands)*

Jumping Jack, Jumping Jack, Out - in - out - in.
(Jump with feet apart, then together, repeat, repeat)
Turn yourself about.
(Turn in place with small steps)

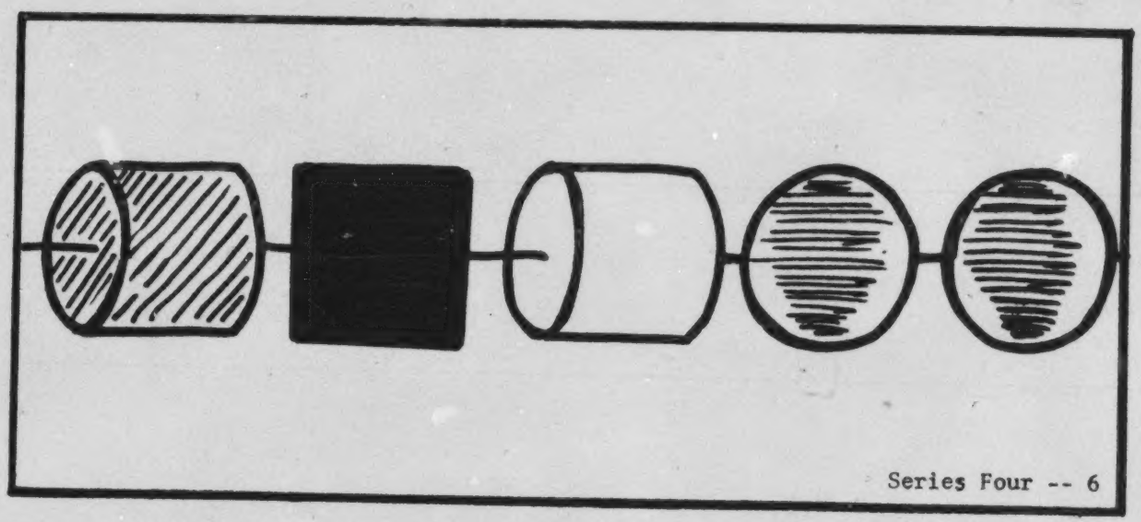
SUGGESTED BEAD DESIGNS

During the Free-Activity Period, or as a lesson in visual discrimination, Level 1 and Level 2 children may match colored beads with bead design cards to note differences in color, shape, and sequential arrangement. Directions for making and using bead design cards are given here.

■ Needed: 42 problem cards; colored pencils or marking pens (or construction paper) in six colors -- red, blue, green, yellow, purple, orange; cardboard patterns of a circle, square, and cylinder; black fine-tip Flair pen.

HOW TO MAKE: Use one problem card for each of the patterns illustrated on pages 230-232. . For BEAD COLOR DESIGN CARDS, very lightly trace the shapes of circles, squares, and cylinders on the problem cards; color in the shapes with colored pens. You may prefer to cut the colored circles, squares, and cylinders from construction paper and glue them on the problem card. IN CUTTING OUT THE SHAPES, DO NOT LEAVE A PENCIL OR INK OUTLINE AROUND THE EDGES OF YOUR COLOR DESIGN. Number each card in the lower right corner according to the series.

The drawing to the right is an illustration of bead-color design card 6 in Series Four. The curved line showing on the cylinder must be included to give the child the correct perspective of this shape.



Series Four -- 6

(Actual Size)

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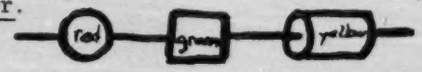
For the BEAD-SHAPE DESIGN CARDS, carefully outline the desired shapes on each problem card. Use a black fine-tip Flair pen to make the outlines clear and sharp.

HOW TO USE: There are two kinds of bead designs. There are four series of each, numbered in the order of difficulty. The design cards within each series are also numbered in order of difficulty. Start children with Series One, card 1, of the BEAD-SHAPE DESIGN CARDS. They will need a box of colored wooden beads, shoelaces, and design cards. Normally, children will find the bead-shape designs easier to master the the bead-color designs.

Two children may work from the same card. Ask each child to place beads on his shoelace to match the design that is on the card. After checking his first attempt, ask a child to continue repeating his design until he uses up most of the shoelace. To indicate mastery, children should be able to make the illustrated pattern at least three times in succession without help. When a child masters one design, he is given the next one in order of difficulty. Lightly penciling in the child's name on the back of the design card when he successfully completes a design will help you keep an accurate check on his progress.

▲ Note: When Level 2 children have indicated mastery of all the bead-color design cards suggested below, you may challenge them with additional bead-color design cards that show the bead shape and the name of the color. The child matches the words on his design card with words and colors on a color chart (see page 88) and completes the pattern.

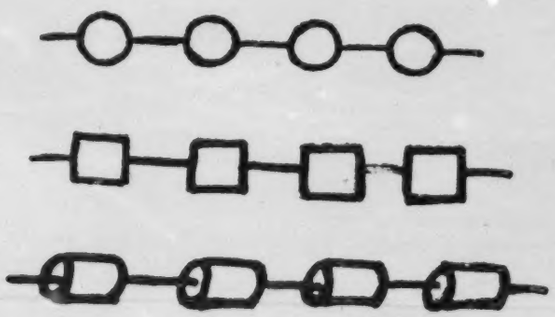


BEAD SHAPE DESIGN CARDS

■ Note: The child chooses any color of bead as long as the shape matches that on the design card.

Series One

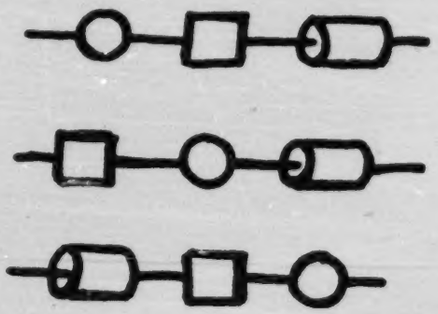
1.
2.
3.



440

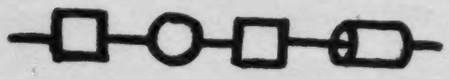
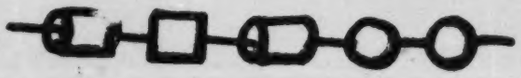
Series Two

1.
2.
3.

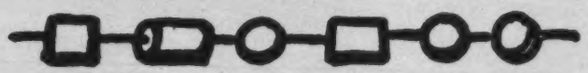
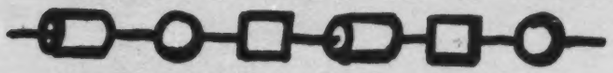
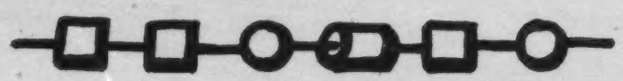
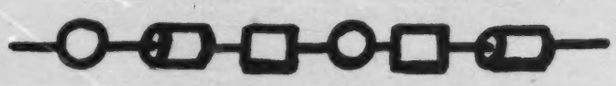


441

Series Three

1.
2.
3.
4. 
5.
6. 

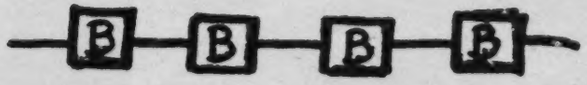
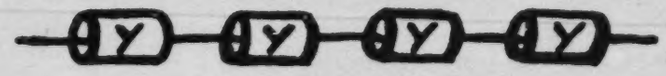
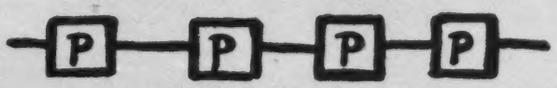
Series Four

1.
2. 
3. 
4.
5. 
6. 

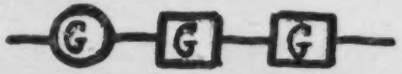
BEAD COLOR DESIGN CARDS

Note: The letters R, B, G, T, O and P are used to indicate the colors red, blue, green, yellow, orange and purple.

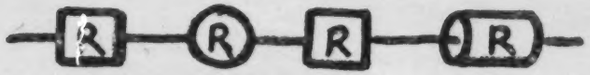
Series One (all colors and shapes alike):

1.
2. 
3. 
4.
5. 
6.

Series Two (colors alike, shapes different).

1. 

2.

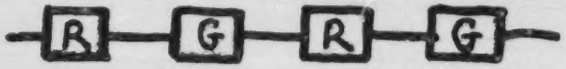
3. 

4.

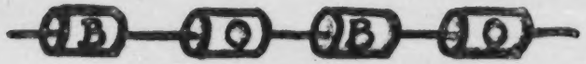
5.

6.

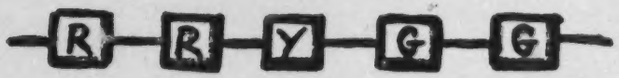
Series Three (shapes alike, colors different):

1. 

2.

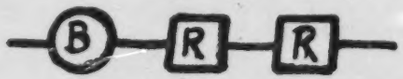
3. 

4.

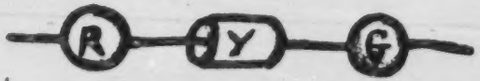
5. 

6.

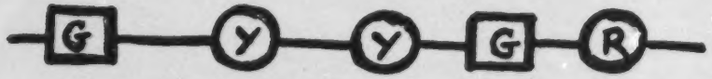
Series Four (colors and shapes different):

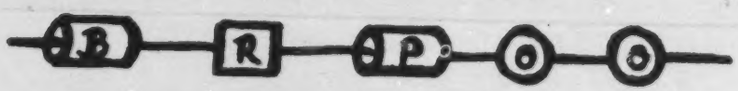
1. 

2.

3. 

4.

5. 

6. 

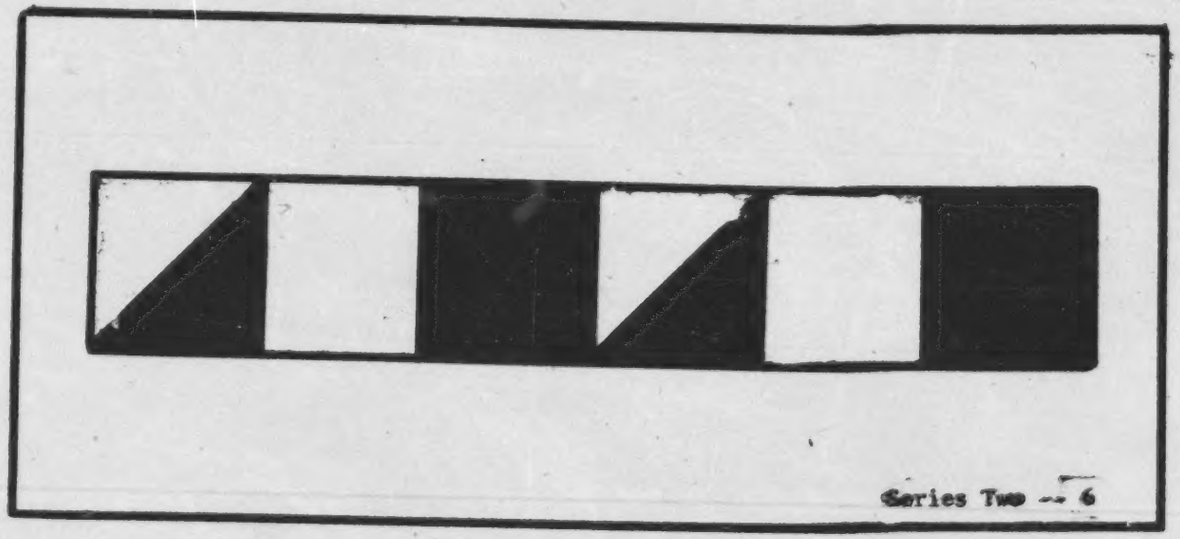
SUGGESTED BLOCK DESIGNS

During the Free Activity Period, or as a lesson in visual discrimination, Level 1 and Level 2 children may use design blocks with block design cards to note differences in color and sequential arrangement. Directions for making and using block design cards are given here. Children will find the block designs 1 less difficult if they have successfully mastered the bead design series.

■ Needed: 23 problem cards; colored pencils or marking pens (or construction paper) in three (3) colors -- red, blue, and yellow; cardboard patterns of squares and triangles; black, fine-tip Flair pen.

HOW TO MAKE: Use one problem card for each of the block color designs illustrated on pp.234-235.Carefully outline the squares, block by block, on the problem card. Use a black, fine-tip Flair pen to make the outlines of each square clear and sharp. Color in the squares with colored pens. You may prefer to cut the colored squares and triangles from construction paper and glue them on the problem card. If you do, CUT OUT YOUR SHAPES SO THAT AN INK OUTLINE SHOWS AROUND THE EDGES OF EACH SQUARE. DO NOT LEAVE AN OUTLINE SHOWING ON THE DIAGONAL EDGE OF ANY TRIANGLES. Number each card in the lower right corner according to the series.

The drawing to the right is an illustration of block design card 6 in Series Two. Although each square is clearly outlined, note that no outline appears on the diagonals within the squares.



(Actual Size)

HOW TO USE: The block design cards are divided into three (3) series numbered in order of difficulty. The design cards within each series are also numbered in order of difficulty. Start children with Series One, card 1. They will need: 4 to 6 design blocks each and design cards.

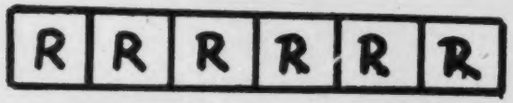
Two children may work from the same card. Ask each child to place his blocks on his tabletop in an order that matches the design on the card. Make certain that the child understands that he views his design from the top of his blocks rather than from the side. After checking his first attempt, shuffle the blocks so that the correct sides are not showing and have the child repeat the design. Children should be able to match a design at least three (3) times in succession without help to indicate mastery. When a child masters one design, he is given the next one in order of difficulty. Lightly pencilling in the child's name on the back of the design card when he successfully completes a design will help you keep an accurate check on his progress.

▲ Note: When Level 2 children have indicated mastery of all the block-color design cards suggested below, you may challenge them with additional block design cards that show the name of the color. SELECT THOSE DESIGNS FROM EACH OF THE FOUR SERIES THAT USE THE SOLID-COLORED SQUARES. For example, do not use designs 4, 5, or 6 from Series One. The child matches the words on his design card with words and colors on a color chart and completes the pattern.

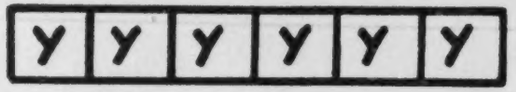
BLOCK COLOR DESIGN CARDS

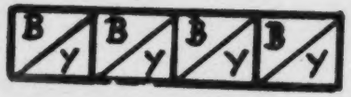
▲ Note: The letters R, B, Y, and W are used to indicate the colors red, blue, yellow and white.

Series One (4 to 6 blocks):

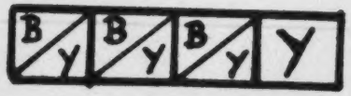
1. 

2.

3. 

4. 

5.

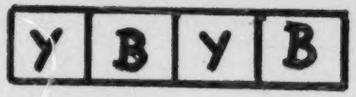
6. 

448

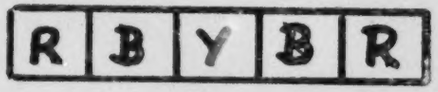
449

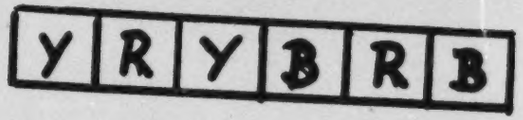
Series Two (4 to 6 blocks):

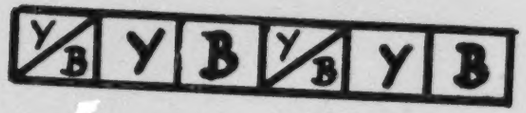
1.

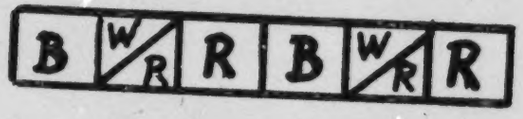
2. 

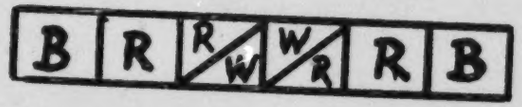
3.

4. 

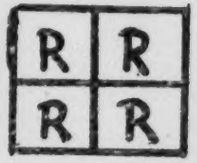
5. 

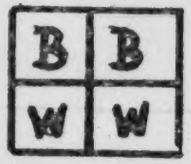
6. 

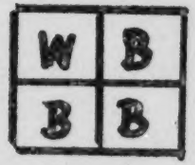
7. 

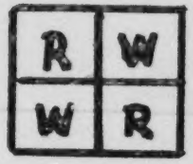
8. 

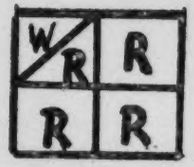
Series Three (4 blocks):

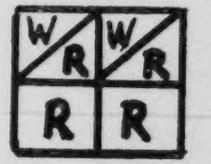
1. 

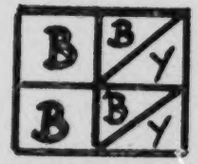
2. 

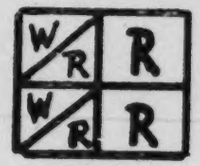
3. 

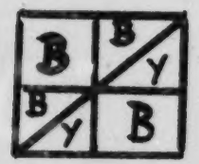
4. 

5. 

6. 

7. 

8. 

9. 

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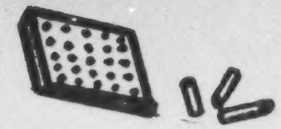
SUGGESTED PEGBOARD DESIGNS

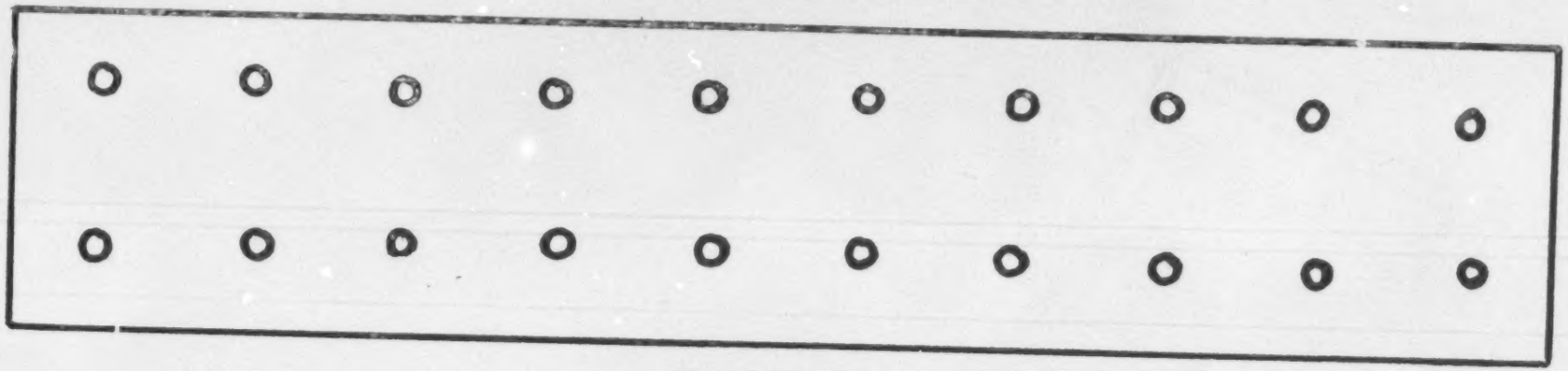


During the Free Activity Period, or as a lesson in visual discrimination, children may match colored pegs with pegboard designs to note differences in color and sequential arrangement. The mere placing of pegs in the holes of a pegboard without some prearranged pattern can become, eventually, a boring exercise of visual-motor skills. To get the optimum mileage out of this routine activity, directions for making pegboard designs and how to use them are given below.

Needed: cardboard, 10" x 2"; paper punch; scissors; 15 strips of white paper, 11" x 2"; colored pencils or marking pens in six (6) colors -- red, blue, green, orange, purple, and yellow; tape.

HOW TO MAKE: Draw the pattern illustrated below on a piece of cardboard. Punch out the holes where indicated. Center your cardboard pattern on each of the white strips of paper so that 1/2" is left on either side of the pattern. Lightly mark through the holes with the appropriate colored pen(s). Remove the cardboard pattern and carefully complete the rounding out of each colored dot. Tape the slip of paper to each side of the pegboard so that the colored dots are directly over the holes in rows 1 and 2 and rows 7 and 8. Each pegboard when completed will have two (2) patterns. (See illustration on p.238). Number each pegboard on the back according to the series.

PEGBOARD DESIGN PATTERN

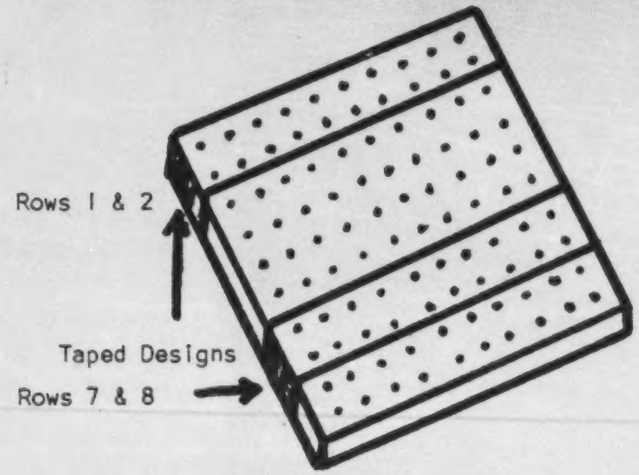


452 (Actual Size) 453

HOW TO USE: The 16 pegboard designs are divided into three (3) series numbered in order of difficulty. The designs within each series are also numbered in order of difficulty. Start children with Series One, design 1. They will need: colored pegs, pegboards with designs attached.

Ask the child to match colored pegs with the design taped to his pegboard. He will copy the design covering rows 1 and 2 twice, and the design covering rows 7 and 8 once.

After checking his first attempt, have the child remove all the pegs and repeat the design. Children should be able to match a design at least two (2) times in succession without help to indicate mastery. When a child masters one design, he is given the next one in order of difficulty.



Pegboard with Designs Attached

PEGBOARD DESIGNS

Note: The letters T and B are used to indicate top design (rows 1 and 2) and bottom design (rows 7 and 8) for each pegboard.

Series One

1.

1. T -- all red; B -- all blue
2. T -- all green; B -- all yellow
3. T -- all orange; B -- all purple
4. T -- all purple; B -- all red
5. T -- all yellow; B -- all orange
6. T -- all blue; B -- all green

Series Two

1. T -- row 1, red; row 2, blue
   B -- all yellow

2. T -- row 1, yellow; row 2, purple
   B -- all green

3. T -- row 1, green; row 2, orange
   B -- all red

4. T -- row 1, yellow; row 2, green
   B -- all orange

5. T -- row 1, purple; row 2, red
   B -- all blue

6. T -- row 1, blue; row 2, orange
   B -- all purple

Series Three

1. T -- row 1, green; row 2, green and yellow alternating
   B -- row 7, red; row 8, red and blue alternating

2. T -- row 1, purple; row 2, purple and orange alternating
   B -- row 7, green; row 8, green and red alternating

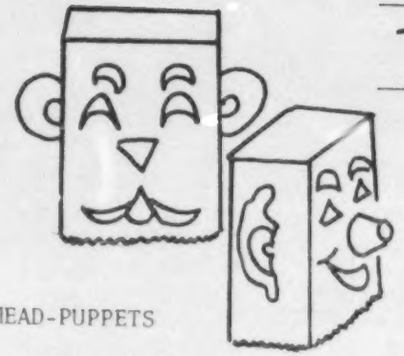
3. T -- row 1, 2 blue, 2 orange alternating
      row 2, blue and orange alternating

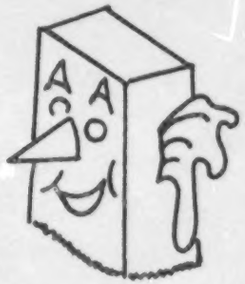
   B -- row 7, green; row 8, 2 green, 2 red alternating

4. T -- row 1, 1 purple, 2 red alternating
      row 2, purple and red alternating

   B -- row 7, 2 green, 2 orange alternating
      row 8, green and orange alternating

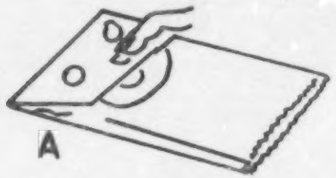
THINGS TO MAKE

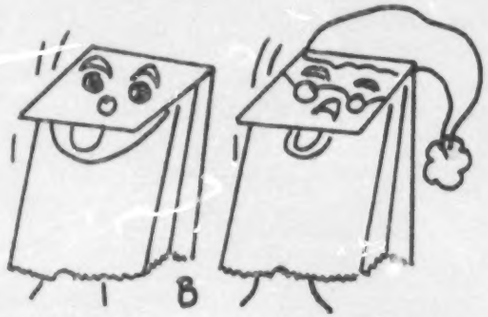




PAPER BAG HEAD-PUPPETS

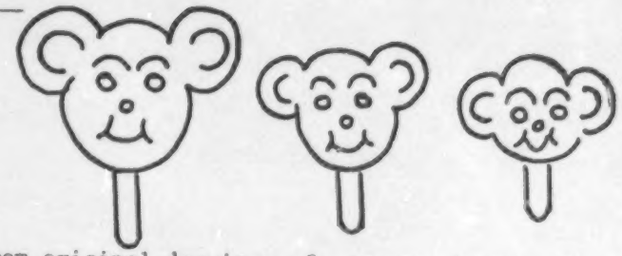
Use a size 60 paper bag as the foundation for the head of an animal, a person, or a make-believe character. Cut eyes and nose spaces so that children can see and breathe easily. Make construction paper ears, and mouth; a yarn or curled paper nose; yarn hair, pipe cleaner moustache, and shredded cloth whiskers.





PAPER BAG HAND-PUPPETS

Use No. 4, 5, or 6 paper bags. Cut facial features from construction paper and glue them to the upper side of the flap. The mouth can be glued to the part of the bag that is under the flap (Diagram A). Insert the hand into the bag, bend the fingers over the inside fold, and move the fingers in concert up and down against the palm of the hand. This movement makes the puppet appear to be talking (Diagram B).



STICK PUPPETS

Very simple puppets can be made from original drawings of nursery rhyme characters, coloring book and workbook cutouts. Glue the cutouts to tagboard and cut around the outline of the pictures. The pictures then can be glued to a tongue depressor and used during free activity periods, and wher pupils are reciting rhymes or jingles. Puppets may be stored in large envelopes or folders.

FINGER PUPPETS

Finger puppets are small puppets that are manipulated by finger movements. Paint or glue colored paper features on a 1-inch styrofoam ball to resemble the heads of animals or people. Insert a cylinder into the base of the head, then glue clothing to the cylinder. By placing the index finger into the cylinder opening and flexing it, movements to accompany storytelling or the reciting of rhymes can be achieved. Commercially made finger puppets are also available.

THE HAND PUPPET

The hand puppet is worn over the hand like a glove. The index finger is inserted into the neck and the thumb and middle finger placed in the arms, enabling the puppeteer to move the puppet as he speaks.

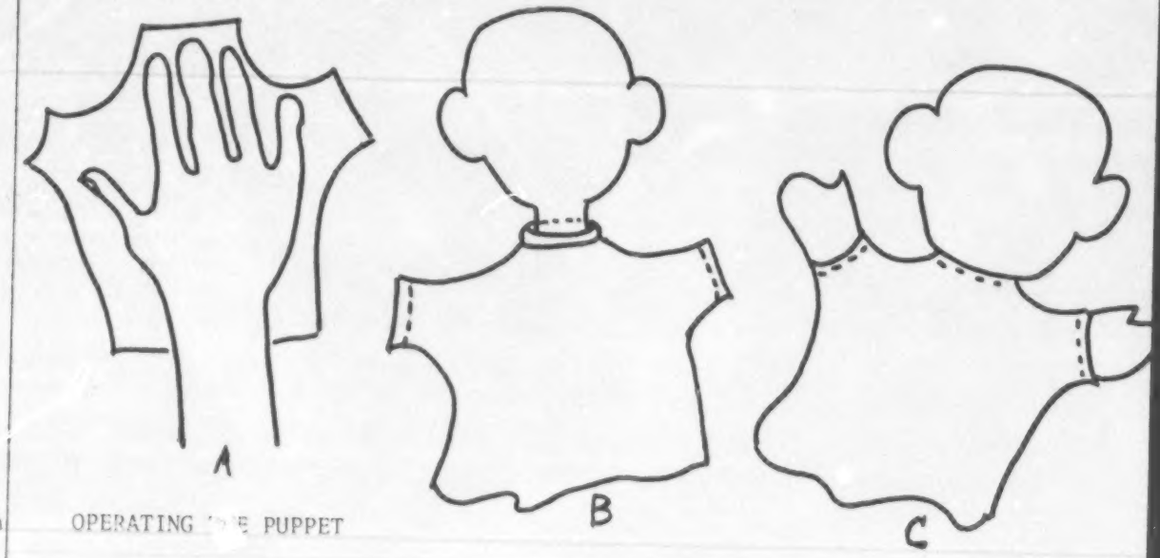
HOW TO MAKE A HAND PUPPET

Carve the head and features from a styrofoam ball about 3 inches in diameter. Make a hole in the base of the head and insert a cardboard cylinder 3 inches long that fits snugly over the index finger. Cover the head and neck with three layers of papier-mache, crisscrossed and pressed down firmly. Papier-mache can be made by cutting newspaper or heavy brown paper into strips 1-inch wide and 6 inches long. Soak these strips in wheat paste (wall paper paste). After soaking, remove the strips and squeeze out any excess paste. Apply the strips to the head and neck of the puppet, forming the features. Paint the face after the papier-mache has dried.

▲ Note: School paste or flour paste can be used instead of wheat paste.

THE BODY

To make a pattern, outline the body foundation around the hand and forearm. Allow an extra 3/4 inch margin at the neck and sleeves and an extra 1 1/2 to 2 inches for the rest of the pattern (Diagram A). Cut two layers of heavy muslin from this paper pattern. Sew the two pieces together with a 3/8 inch seam, leaving the neck and arm sections open. Turn the finished body foundation inside out. Attach it to the neck with glue and cord (Diagram B). Sew felt or stuffed cloth hands to the foundation sleeve ends. Use material scraps to make a costume for the puppet. Wigs can be made from yarn, felt, hair, or fur, or molded in the papier-mache and painted along with the rest of the head.



OPERATING THE PUPPET

Always hold the puppet upright. By bending and straightening the finger, the puppet can be made to express emotions. Movement can be fast or slow, graceful or jerky. The puppet can handle objects, appear to talk, listen, or think. He is as the puppeteer bids.

STUFFED PAPER-BAG PUPPETS

Stuff a size 5 paper bag with tissue paper or newspaper to within 2 inches of the open end. Tie securely with yarn. Draw the features on the bag with a felt pen. (Features can be cut from construction paper and glued on the bag.) Add pieces of yarn for hair, whiskers, and moustache. The child inserts his index finger into the portion of the bag tied with the string; finger movements, back and forth, manipulate the bag as the child speaks.

HAND SOCK-PUPPETS

Make the puppet head by stuffing the toe of a sock and closing it tightly with yarn or a rubber band. Cut holes on each side to place fingers (Diagram A). Eyes, nose, and mouth may be made with felt marker, construction paper, or crayons. Yarn hair may be added with glue (Diagram B). Place the hand into the sock. Extend the thumb and little finger through the holes on the side, put the middle finger into the head section, and manipulate the puppet by flexing the fingers.

Needed: Light colored sock, cotton, yarn, rubber band, crayon, construction paper or felt marker; scissors, glue.

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HAND-PUPPET STAGE

A simple portable stage can be made from a cardboard box approximately 28" x 32". Slit the back of the box down the middle and across the top and bottom (Diagram A). Open the two halves at right angles to the front for side wings and support. Cut out a stage opening in the upper part of the front of the box, the size and height from the floor you desire. (Diagram B) Attach a curtain on the inside of the stage opening. The curtain can be held apart with tie-backs during the performance. Paint the front or decorate it with construction paper.

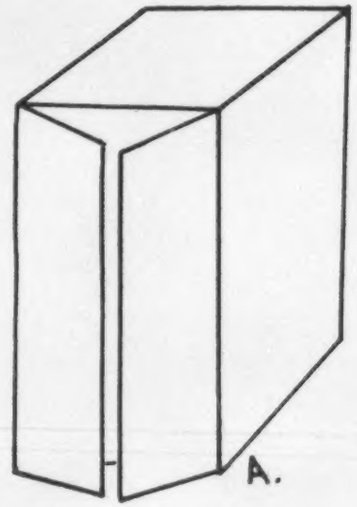

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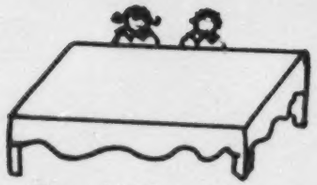
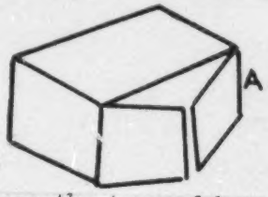
TABLE-TOP PUPPET STAGE



Place a cloth over a low table. Two children kneel behind the table, hold the puppets near the table edge and manipulate the puppets while they recite a rhyme, tell a story, sing a song, or act out an original story.

Variations

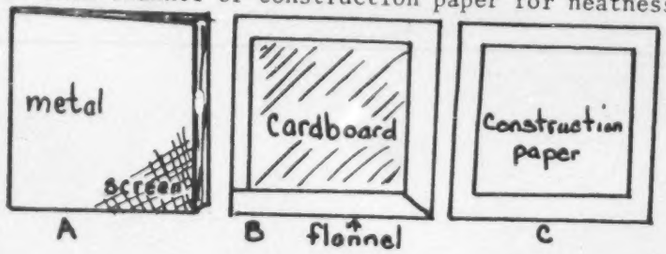


1. *Slit the back of a box, approximately 12" x 20" down the middle and across the top and bottom (Diagram A). Open the two halves at right angles to the front for side wings and support. Place the box on a low table. The children stand behind the box, manipulating the puppets while reciting (Diagram B).*

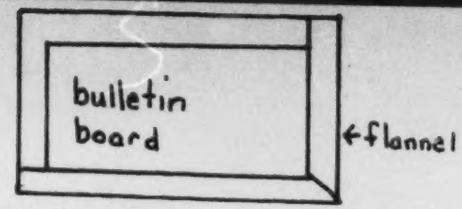
2. *A quick and simple puppet stage can be set up by turning a table on its side. The children sit or kneel behind the table top.*

MAGNETIC-FLANNEL BOARD

Attach a thin sheet of metal or a piece of screen to heavy cardboard, approximately 24" x 38" (Diagram A). (The cardboard and the metal should be the same size.) Cover the metal sheet with outing flannel, 26" x 38". Draw it tightly and secure it to the opposite side with tape (Diagram B). Cover the back with flannel or construction paper for neatness (Diagram C).



MAKING A FLANNEL BOARD

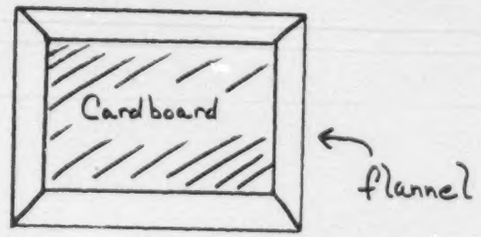


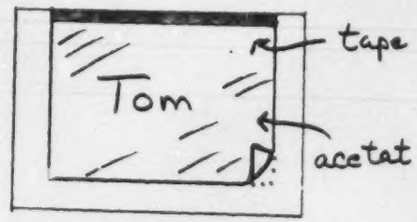
A satisfactory flannel board can be made by taping a piece of outing flannel, 28" x 40", to a bulletin board. Pull the flannel tightly over the front of the bulletin board and tape it to the back of the board. A sheet of newsprint, 24" x 36" can be glued to the back of the flannel board for neatness.

INDIVIDUAL FLANNEL BOARDS - ACETATE BOARDS

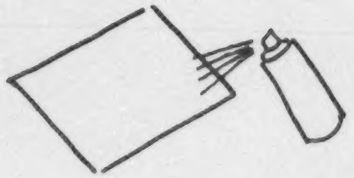
Each child in a group can have an individual flannel board. Tape a piece of outing flannel, 19 1/2" x 13", to a piece of cardboard, 8 1/2" x 11" (Diagram A). Pull the flannel tightly, taping it to the back of the cardboard for neatness.

▲ Note: A clear sheet of acetate, 7 1/2" x 10", can be taped across the top of the opposite side of the flannel board, forming a magic slate (Diagram B). An exercise can be slipped under the acetate, and the child uses a china-marking pencil or crayon to do his work. The pencil marks can be easily rubbed off with Kleenex or cloth, leaving the acetate ready for use another time or by another child.





INDIVIDUAL CHALKBOARDS

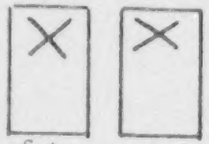


Lay a piece of cardboard (8 1/2" x 11") on a tabletop protected by newspaper. Hold a can of Make a Chalkboard spray paint approximately ten to fourteen inches away from the chalkboard. Spray in even horizontal, then vertical strokes. Apply three thin coats of the paint and let dry thoroughly. One can of spray paint will cover about fifteen 8 1/2" x 11" pieces of cardboard.

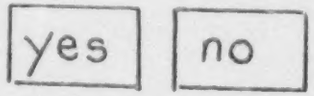
■ Needed: A can of Make a Chalkboard spray paint; cardboard.

OPTIONAL: Flannel, 8 1/2" x 11"; masking tape. (Spray paint is available at Model School Supply for approximately $2.00.)

PUPIL RESPONSE CARDS



Each child will need a set of two response cards. Use white cards only, such as problem cards, 3" x 7". Place each card so that its longest side (7") is in a vertical position. Fill the top half of every card with a large X, alternately using a red and a black marking pen. (See drawing above.) After the correct number of sets have been completed, turn the cards over on their unmarked sides. Place each card so that its shortest side (3") is in a vertical position. Print the word no in red ink on the back of every card having a red X. Print the word yes in black ink on the back of every card having a black X. Give each child a yes and no card to keep in his desk.



HOW TO USE: Initially children use one card only; they hold up the black X to indicate a "yes" response. Next, they learn to use two cards, the black X and the red X, to indicate "yes" and "no" responses. Later, they learn to use the sides of the cards with the printed words yes and no. The colored print will aid children in selecting the desired word.

Pupil response cards encourage total class involvement. Ther require a combined mental and motor response from children, provide an effective means for checking children's answers at a glance, and can be adapted for use with activities in most subject areas.

Try using pupil response cards as the children go through a seatwork exercise the first time. The second time around, let the children actually mark their answers on their seatwork papers. The children are more likely now to experience success in their written responses, and you will be getting extra mileage from a ditto sheet or workbook page.

NAME CARDS

There are several ways of making name cards. A few are described below:

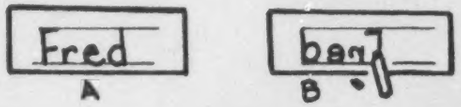
(a) Draw two faint horizontal lines, 1 3/4 inches apart, on a problem card. Write the child's first name between these lines with a felt marker. Black crayon can be used for writing, but it tends to smudge. The card can be kept in the child's drawer when it is not in use.

(b) Write the child's first name on a problem card as described in (a) above. Using a sheet of 9" x 12" construction paper, measure off three lines from the top, 3 3/4 inches apart. Fold along the lines (Diagram A). Glue the child's name card to the second section from the top (Diagram B). Bend along the folds to form a triangle and glue the edges together so that the name card stands up as in Diagram C.

■ Needed: 9" x 12" construction paper, problem cards, felt marker, glue, ruler.

(c) Cut enough acetate pieces (3" x 7") for each child's name. To avoid having to write the child's name backwards freehanded, first write his name with crayon on the front side of the acetate as in Diagram A. (Make the letters 1 3/4 inches tall.) Next, trace the letters on the back of the acetate with a broad-tipped felt marker as in Diagram B. Finally, erase the crayon letters and tape the acetate name card

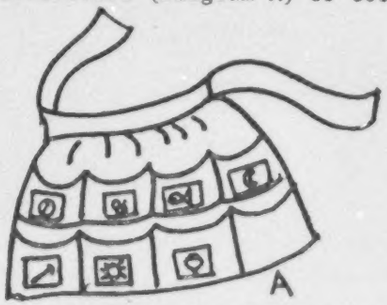
to the child's table. The child cannot smudge his name card and any crayon marks can be erased.



▲ Note: In kindergartens where an A.M. child and a P.M. child share the same table space, the acetate name card can be taped to a problem card and kept in the table drawer.

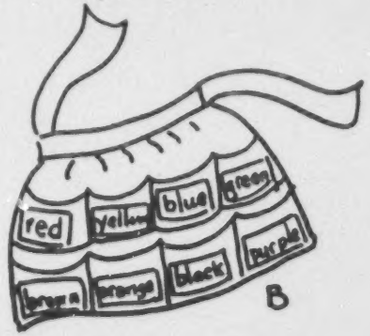
EIGHT-POCKET APRON

Make an apron with eight pockets, using a quarter of a yard of plain washable cotton material or felt. The band and tie can be made from the cotton material or grosgrain ribbon. This apron can be used for consonant sound activities (Diagram A) or color activities (Diagram B).

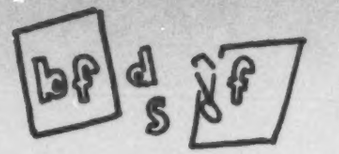


Pin a picture representing each of the seven consonants studied (b, d, f, m, n, s, t) on a pocket. From a collection of minature toys and small objects, the child selects one. He names it, then places it in the pocket which has the key picture with the same beginning sound. If he selects an object not represented by a picture, he places it in the remaining pocket, which has no picture.

Pieces of construction paper in the eight colors (red, yellow, blue, green, orange, purple, brown, black) can be pinned, one to a pocket. Children may place small colored objects in the right pockets. Later, the color names can be pinned on, to be matched with the right color and object.



PELLON, BURLAP, SANDPAPER LETTERS



Letters for tracing activities can be made from pellon (available in the yard goods department), burlap, and sandpaper. Place 3" x 2" cardboard patterns of alphabet letters (capital and small) on pellon or sandpaper, trace around them and cut them out. Keep capital and small letter forms separate. Store in envelopes or shallow boxes.

Burlap letters will need some kind of backing such as thin cardboard or bogus paper. The burlap can be glued to the backing first and then the letters traced and cut out. An alternative is to cut the letters from the burlap first, glue them to the backing, then cut around the burlap letter again.

ALPHABET CARDS

Pupil Cards: Cut 26 problem cards (3" x 7") in half (13 for capital letters and 13 for the small letters). Write a letter of the alphabet on ea each half (3" x 3 1/2") with a felt marker. The letters should conform to the samples in the Teacher's Edition of Adventures in Handwriting, Book 1.

▲ Note: Make the capital letters 2 1/2" tall, and the small letters 1/4" tall.

■ Needed: Problem cards, felt marker.

Teacher Cards: Use 56 pieces of card or construction paper, 8 1/2" x 11", (26 for capital letters and 26 for the small letters.) Write a letter of the alphabet on each card with a felt marker.

▲ Note: Make the capital letters 8" tall and the small letters 4" tall

■ Needed: Cardboard or construction paper, 8 1/2" x 11"; felt marker.

TIN CAN TELEPHONE

Take two soup cans (or cans of a similar size). Punch a small hole in the bottom of cans. Wax a length of string (48") with paraffin. Knot one end of the string, then pass the free end through the holes in both cans. Now, knot the free end of the string and pull the cans to either end of the strings. Sit the children about four feet from each other. One child speaks through his end of the telephone while another child listens on the other end. The sound travels along the line when it is held taut. The children alternate talking and listening.

▲ Note: Be sure the edges of the can are smooth.

■ Needed: Two soup cans, 48" length of string, paraffin.

SIMPLE LINE DRAWINGS

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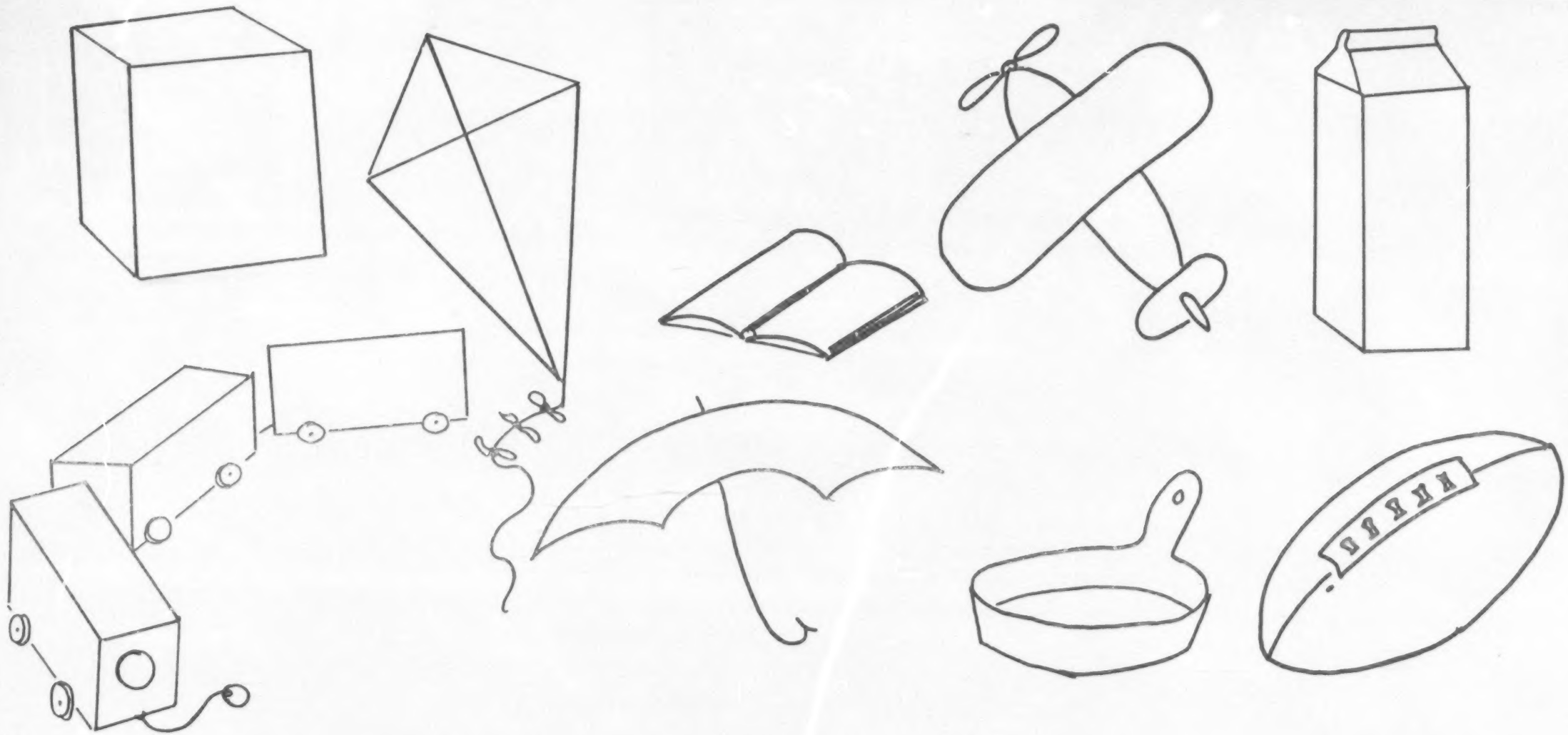

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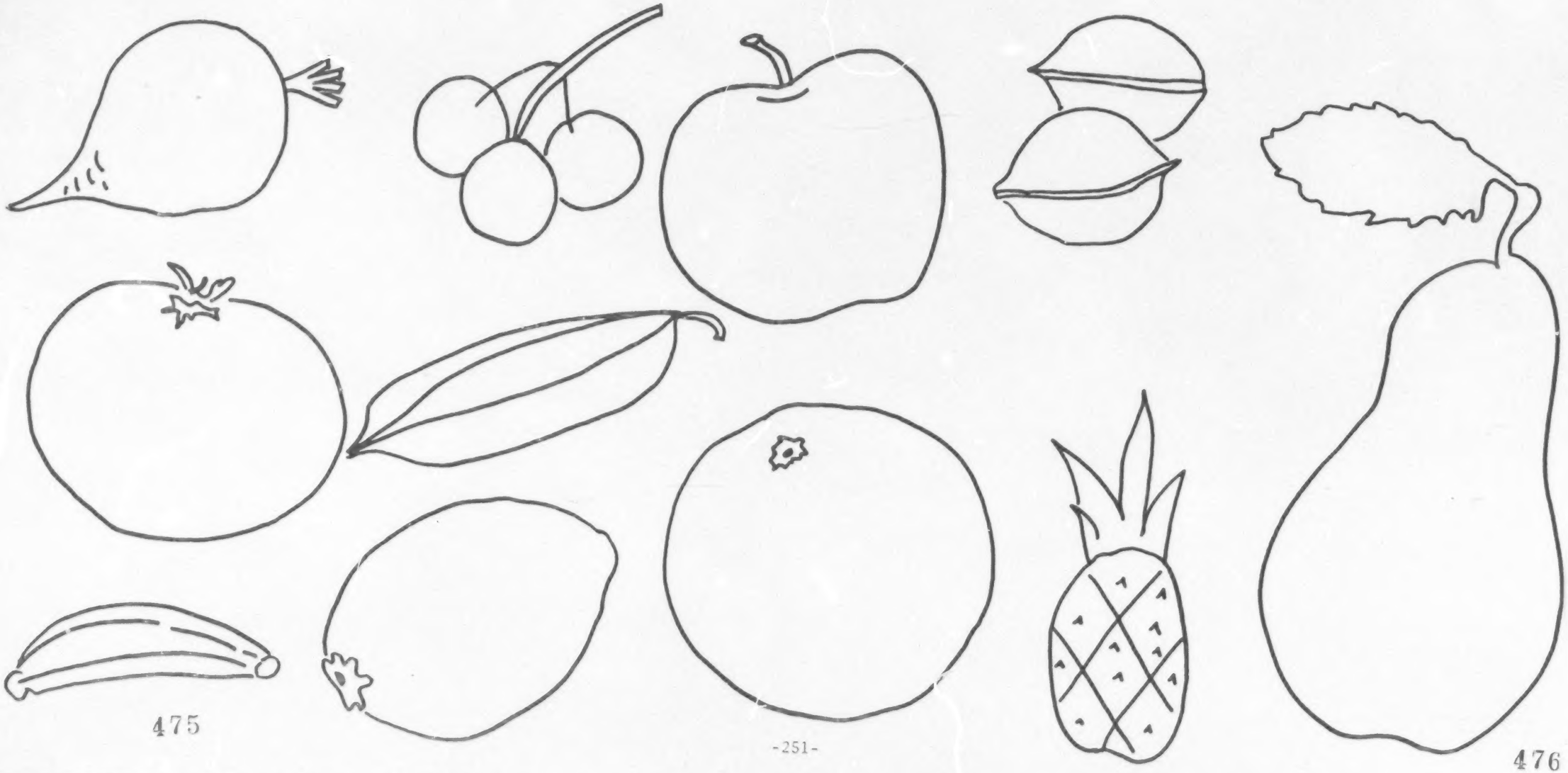

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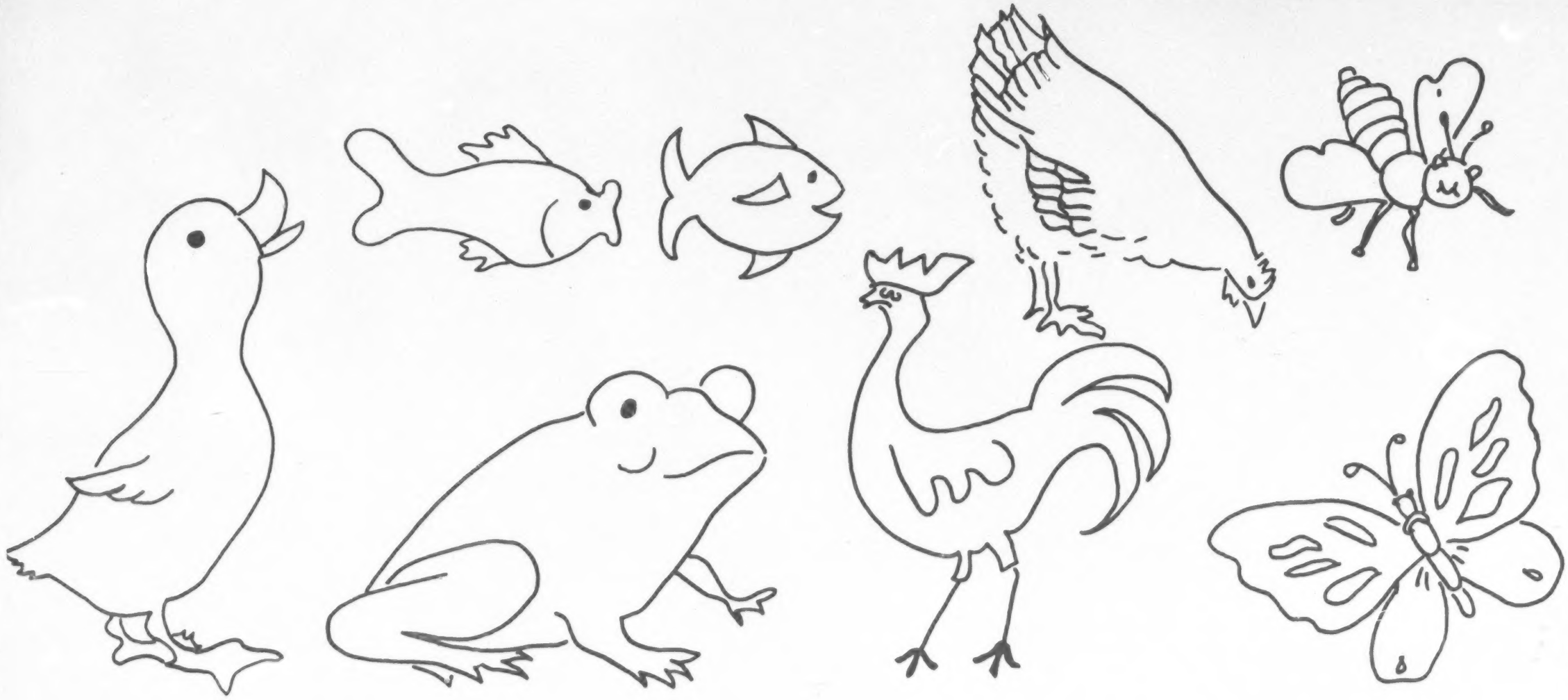

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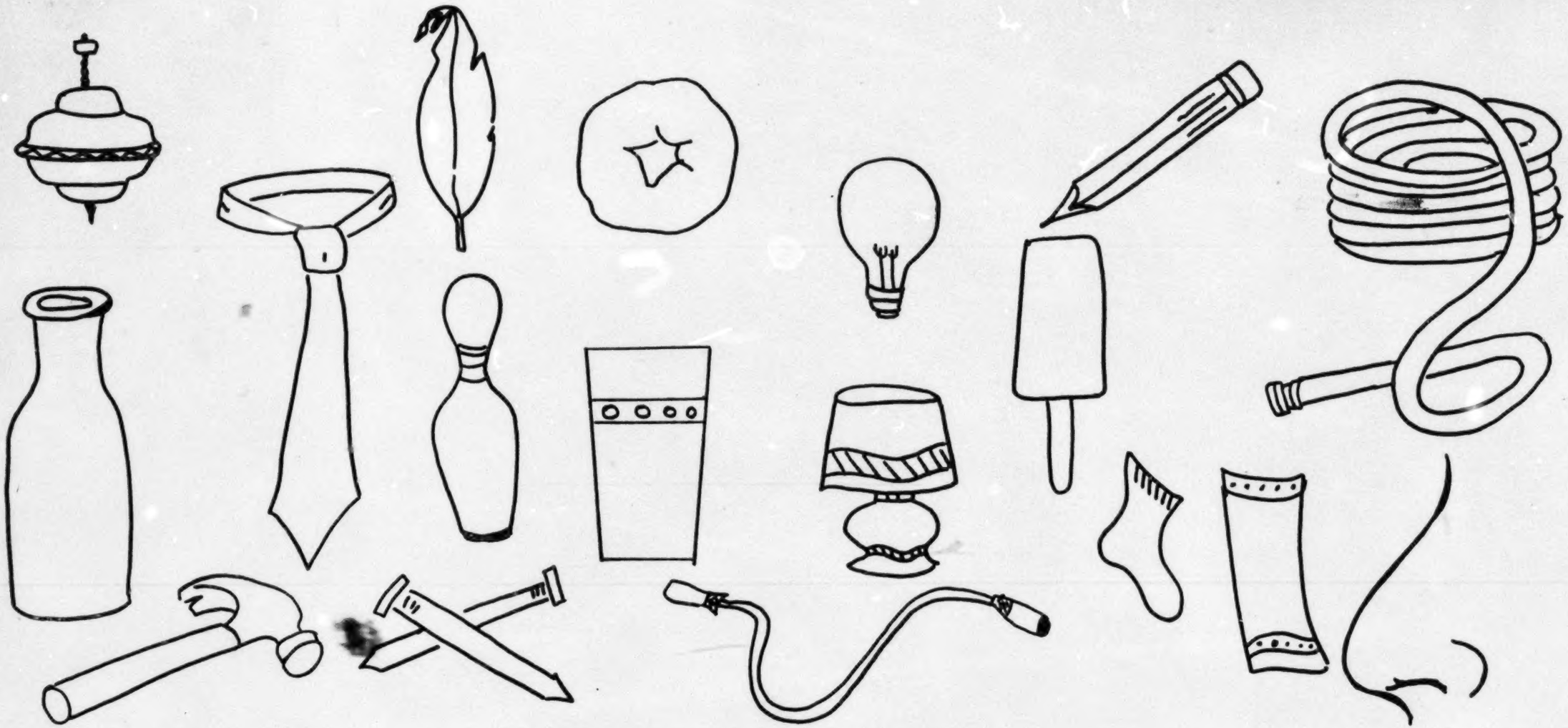

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